Education Library

December 1961

SCHOOL MANAGEMENT

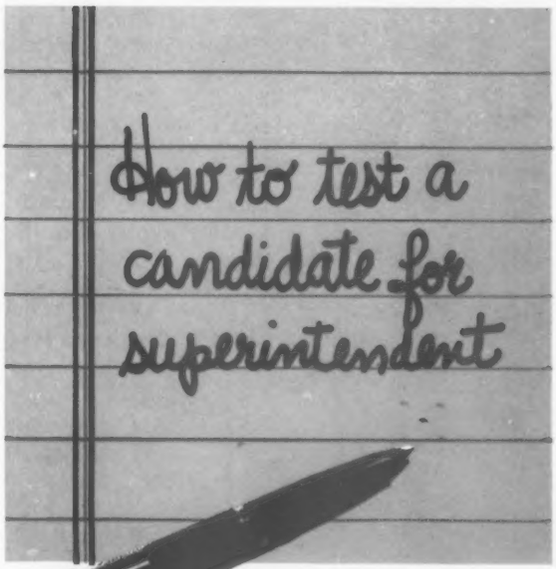
PRACTICAL SOLUTIONS TO SCHOOL MANAGEMENT PROBLEMS

THE OFFICE OF EDUCATION

An interview with
Comm. Sterling McMurrin

THE SCHOOL MANAGER'S MARKETPLACE

A NEW SECTION



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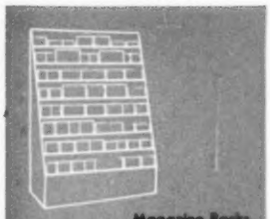
SEE COMPLETE CONTENTS ON PAGE 2



Magazine Racks

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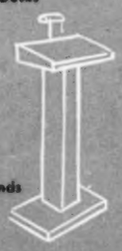

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This is the year to experiment with programed learning

A Message from TMI-GROLIER to Teachers and School Administrators

Educators and school administrators are generally agreed today that programed learning is certain to be broadly adopted in the nation's schools in the coming years.

The basic questions no longer concern the *merits* of programed learning, but, rather, the best *methods and materials* for introduction in the specific circumstances of each school system.

And this is a matter which each school system must establish for itself. There is much data and experience available, and many types of materials. Not only must these be objectively evaluated under classroom conditions, but educators will want to resolve such questions as: Should programs be used with—or without—machines? . . . Should programs be used by all students in a class? by advanced students only? by the least advanced? . . . What should be done with students who finish a program in less than the normally allotted time? . . . Should teaching machines and programed courses be substituted for conventional methods of instruction? to reinforce them? to supplement them?

By familiarizing themselves now with the theory of programed learning, experimenting with ways of using machines and programs in the classroom, and methods of fitting programed courses into the curriculum, educators will make it possible for subsequent adoption to be accomplished with a minimum of uncertainty and disruption.

TMI-GROLIER Materials Incorporate Findings of School Research

Many of the questions that will naturally occur to educators have already been broadly investigated by TMI-GROLIER programing and field testing facilities. Our materials now incorporate innovations and improvements suggested by both our cooperative research activities with several of the country's leading school systems, and by information derived from the independent experimentation of hundreds of individual schools. For example, we find that regional differences and high rate of change in some of the sciences make it preferable, for the present, to program elements of certain subjects, rather than curriculum years. We believe that multiplication and division, fractions, addition and subtraction, for example, should be programed independently, rather than as second, third, or fourth grade arithmetic. Treated as modular curriculum units, these programs can be easily adapted to a wide range of teaching situations.

In addition to improvements made in the basic programs through school evaluations, TMI-GROLIER will shortly be marketing a new version of its basic MIN-MAX Teaching Machine—the Mark II—which will incorporate design features that schools have told us are essential, e.g., automatic paper feed and re-usable programs. Our programing facilities in Albuquerque, New Mexico, (Teaching Machines, Inc.) operate under the personal supervision of men who are acknowledged leaders and pioneers in the field. TMI-GROLIER's current programs provide a wide range of subjects chosen to indicate the rich possibilities of the new medium. Thirteen basic courses in programed learning have been completed and thoroughly tested.* Eventually TMI-GROLIER programs will include virtually every subject in the elementary and secondary school curricula.

A Challenge — And Opportunity — For The Coming Year

The experiments which schools are now conducting, and will conduct in the coming months, are helping to prepare the way for one of the most important advances in the history of education. Enlightened educators recognize that the process is a lengthy and complex one and that to defer experimentation now may result in undesirable lags later when broad adoption is generally indicated.

TMI-GROLIER is eager to assist in programs of controlled experimentation by schools during the coming year, and to facilitate—in every possible way—the sharing of meaningful classroom experiences.

To that end, we are developing a wide variety of materials. If you would like to be placed on our mailing list to receive them, write to us under your school letterhead. Our educational consultants and field representatives are prepared to offer invaluable advice and assistance. In addition, we are constantly publishing literature on various aspects of programed learning and its implications to teaching and teachers. Write for a list of these publications to Dept. 73.

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SCHOOL MANAGEMENT

December 1961

Features

The Office of Education: What's in it for your district? 42

In this exclusive tape-recorded interview, Commissioner Sterling M. McMurrin tells what the Office of Education is doing now, what it plans to do soon and what its policies are for the future.

How to get your graduates into the best colleges 47

All of the "best" colleges have more qualified applicants than they can handle. Your high school principal may be the difference between acceptance and rejection for your graduating seniors.

How to improve your public speaking 50

Every time you make a speaking appearance, you leave your audience with an impression of your school as well as yourself. Here are some tips that will help improve that impression.

How to test your next superintendent 54

Hiring a superintendent? Confident of your choice? Here's how one school board employed many resources—including written examinations—to make sure it chose the right man for the position.

Are your elementary grades properly organized? 61

In North Reading, Mass., intermediate grades are organized by departments, and students are taught by subject specialists. Achievement tests and teacher enthusiasm show positive results. Here's why.

Language labs: Will your teachers use them? 69

Merely installing labs may give your district "status," but it won't improve instruction unless your teachers want—and know how—to use them. Here's a practical approach to the problem.

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VOL. 5 NO. 12

Short Reports

Controversy 25
Where does the school's responsibility end?

Conventions 26
Your public ought to know why schoolmen go to conventions.

Film libraries 52
How to make one work.

Transportation 66
Answer your problems with a map.

Marketplace

Product information 79
Product applications 80
Available literature 82
Calendar 87
Reader service section 88

Departments

Letters 6
School law 10
Where to get help 16
News of the schools 35

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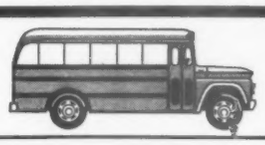

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A sampling of correspondence across the editor's desk

Merit, si; tenure, no

SIR: First of all, let me say that I am very happy to receive the monthly issues of SCHOOL MANAGEMENT. After reading the October 1961 issue I felt that I should write you and comment on some of the articles.

I read with interest the article "Do your teachers deserve tenure?" It is my impression that tenure for teachers is almost universal in this country and yet I feel, and I am sure many others feel, that it is one of the areas that plagues us in the hiring and retention of teachers.

The teaching profession calls itself a professional group whereas for self-protection it resorts to the union program of maintaining seniority, etc. About the only place where you get something similar to tenure is with other civil service jobs and possibly union protection in plants where there is seniority. I would like to suggest to you that you have an article written on tenure by somebody who is on a board of education or any other person who feels strongly opposed to this practice.

I would also like to congratulate the author of "A merit pay plan for smaller school districts." The author of this article, who has his plan in practice, deserves a great deal of credit for his courage and attitude.

DANIEL SCHMITT, JR., CHAIRMAN
BOARD OF EDUCATION
ORANGE, CONN.

Advantages of local schools

SIR: For years schoolmen and others have attributed untold values to consolidating and reducing the number of administrative school districts. (*See "How to get votes for reorganization, SM, Oct. '61.*) Better programing and dollar logic is the banner under which they preached and wrote. Five- and six-year-old first graders have been shuttled off to school on hour-long bus routes that their dads refused to make.

While it is true that educational programing at the secondary level has improved many times by consolidation, the reverse, poorer programing, is usually the result in the lower grades. Rural districts with enough pupils to employ a teacher for the first three grades are certainly in a better position to provide the time required to teach and learn primary-grade skills. The trend toward the ungraded primary school is a noticeable and favorable return to more effective schooling.

In the ungraded school, many of the advantages of rural programs are provided. Pupils may complete three primary grades at a pace that is suitable to their learning abilities. The requirements for graduation are a better mastery of the primary skills. Pupils remain under the guidance and direction of one teacher for longer periods of time. Time is not required for diagnosing the level of abilities of pupils by a new teacher each year. Learning for the pupil, as well as teaching, is continuous. The all-too-often trite expression, "We didn't learn that before from our teacher last year," becomes ineffective.

Based on the values of retaining schools where they are, when enough children are within the attendance area, the guiding axiom of keeping primary children close to home should be the first principle.

Of secondary importance is the numbers game of reducing districts and so-called dollar economies. Too often, in the light of day, the increased costs of providing a bus, bus driver and an additional teacher at the consolidated school are overlooked. The loss of energy expired in the process of traveling is neglected. The necessity of keeping early graders in school long enough to ride the same bus as older children is shortsightedness.

GEORGE J. COLLINS
CONSULTANT, STATE DEPARTMENT
OF EDUCATION
SANTA FE, N.M.

Our error

SIR: A letter to the editor appeared in the October 1961 issue of SCHOOL MANAGEMENT, titled "Enlightening conclusions." It was signed by A. M. Wayne, president, Riverdale Board of Education, Riverdale, N.J.

Mr. A. M. Wayne is not president of the Riverdale Board of Education. We suggest you check the various school districts with similar names.

EDITH R. WELCHER, SECRETARY
BOARD OF EDUCATION
RIVERDALE, N.J.

■ *Sorry, our proofreader replaced a "v" with a "d." Mr. Wayne is president of the* Rivervale, *N.J., school board.* ED

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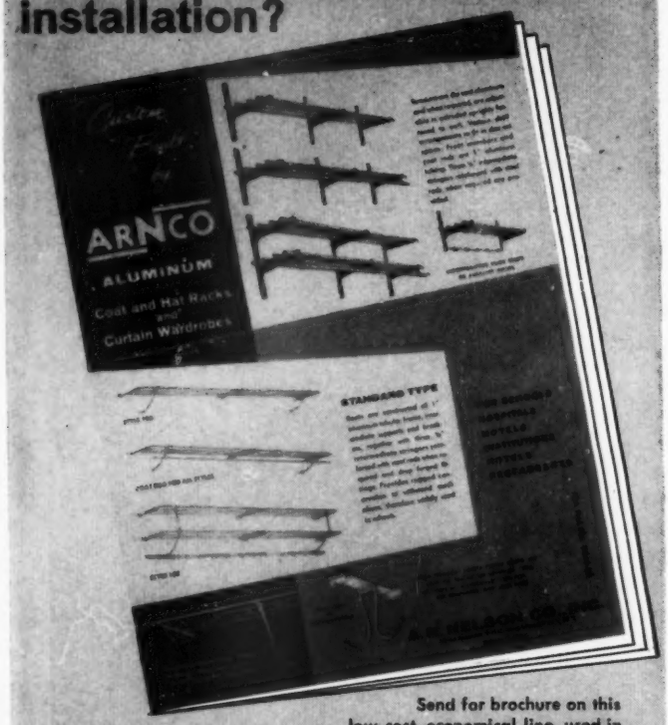

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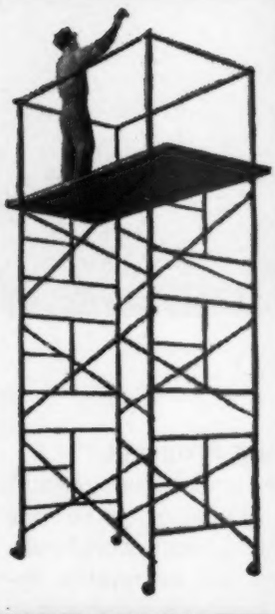

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SM SCHOOL LAW

By Dr. Stephen F. Roach

Pledge of allegiance

To include the phrase "under God"?

The question: Is the inclusion of "under God" in the pledge of allegiance, as recited daily, a violation of the Constitutional prohibition against sectarian instruction in the public schools?

The facts: Lewis et al. brought suit to compel the New York State Commissioner of Education to rescind, as unconstitutional, the latter's regulation recommending the use of the phrase "under God" in the pledge of allegiance as recited in the schools.

The allegation of unconstitutionality was based on the contentions that the commissioner's recommendations: **1**) imposed "an intolerable degree of compulsion upon the young children of nonbelievers to listen to, learn, and repeat . . . a religious concept which they repudiate and abhor"; and **2**) involved "the use of public schools, both physically and pedagogically, for the dissemination of purely religious dogma."

The ruling: The claim of unconstitutionality could not be sustained.

In upholding the use of the phrase "under God" the court noted first that, so far as relevant here, the First Amendment to the U.S. Constitution provides that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" and that a similar interdiction is imposed upon the states by reason of the Fourteenth Amendment.

In commenting on the first of Lewis'ε contentions, the court said that it was now firmly established that the flag salute could not be made compulsory so as to require the participation of the members of a religious sect who viewed the ceremony as a form of idolatry offensive to their tenets and beliefs. The court noted that the commissioner freely conceded that the children here concerned could not be compelled to recite the pledge of allegiance. It was also the commissioner's position, the court noted, that a child might properly omit the words "under God" from the recitation; or not recite the pledge at all, while remaining present; or leave the room altogether during such recitation.

Assuming that these rights would be conceded to any dissident student, and that they would be given

About the author

Dr. Stephen F. Roach is editor of the *School Law Review* and is an assistant principal in Jersey City, N.J.

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We hope you will conclude that Gulistan carpeting is a good investment for you. But whether you plan on carpeting now—or far in the future—it's good to know:

Gulistan, with 60 years of experience in commercial and institutional carpeting, is particularly well equipped to help you analyze your school carpeting program. And to recommend specific carpeting for the heavy duty use your school requires.

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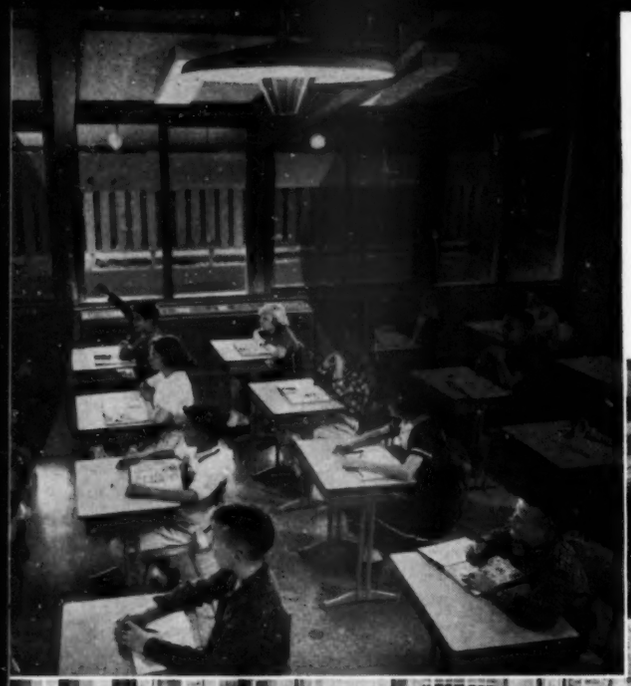

Why ventilate just half a classroom?

The ribbons tell the story! Uniform air distribution . . . the full length of the classroom . . . guarantees room-wide comfort

These children are demonstrating how Lennox COMFORT CURTAIN® provides an ideal climate throughout the entire classroom, rather than just a portion of it. The ribbons indicate how a "curtain" of conditioned air discharges quietly and evenly along the entire length of the exterior wall. Then it moves rapidly up to the ceiling and across to the far wall—well above the occupants—then softly down and through the occupied area in returning to the outer wall. This full perimeter distribution blends and circulates all the air in the room so that its movement measures only 25 to 40 ft. per min. in the occupied area—so gentle as to be unnoticed except for improved comfort. Lennox COMFORT CURTAIN blends and filters fresh outdoor air with heated air and recirculated air. Holds room temperature within ½° of thermostat setting. For complete information about a COMFORT CURTAIN system and its use with all types of heat sources, write LENNOX, 532 S. 12th Ave., Marshalltown, Iowa, or contact your nearest Lennox office.

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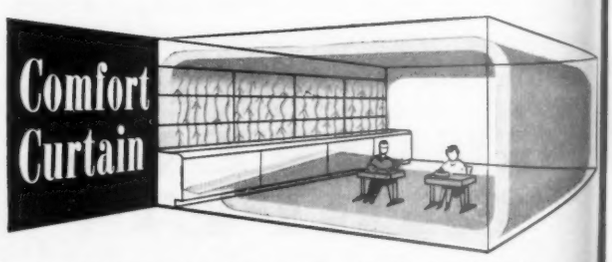

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Comfort Curtain® provides full room air circulation

to meet changing requirements and uses of individual rooms

High School—Reorganized School District R-3
Pleasant Hill, Missouri
Matthews and Hillman, Architect & Engineer
M. R. Erwin, Pres., Board of Education
H. Hall, Superintendent of Schools

Individual thermostats in the 12 classrooms of this new school make it a simple matter to supply an ideal "climate" in a particular room for its use at a particular time. Teachers have found that, with a proper thermal environment, students are more alert and receptive, which, in turn, makes teaching all the more rewarding. Selected temperatures are maintained within ½° of thermostat setting; when the setting is altered to meet changing needs, response is immediate. Yet it cost less than $1.10 per sq. ft. of building to provide this individually controlled fresh air ventilating and heating in each classroom. This cost included gas-fired heating units, in approved heater rooms located between each two classrooms . . . and classroom air handling units, which discharge through wall duct sections running the full length of each classroom's outside wall. Simple structural requirements and ease of installation reduced both initial costs and over-all expenditures.

(Circle number 720 for more information)

full and complete effect, the court concluded, "there remains no element of compulsion within the intendment of the First Amendment. . . . In this situation . . . we find no sound basis for any claim of coercion or pressure directed toward an establishment of religion or interfering with the free exercise thereof."

Turning then to the second of the contentions, the court held that it "seems likewise unfounded." In this connection the court quoted, with approval, from an applicable opinion of the U. S. Supreme Court: "There cannot be the slightest doubt that the First Amendment reflects the philosophy that church and state should be separated. . . . The First Amendment, however, does not say that in every and all respects there shall be a separation of church and state. Rather, it studiously defines the manner, the specific ways, in which there shall be no concert or union or dependency one on the other. That is the common sense of the matter. Otherwise the state and religion would be aliens to each other—hostile, suspicious, and even unfriendly."

Application of Lewis et al. In New York Supreme Court, Appellate Div.; decided Dec. 2, 1960; cited as 207 N.Y.S.2d 862, 11 A.D.2d 447.

Out-of-state travel

A legitimate expense?

The question: Are school districts authorized to pay for necessary out-of-state travel expenses for school district officials and employees?

The facts: This case presented the question of the power of Oregon school districts to pay for essential out-of-state travel expenses for a district employee. In the trial court, the question was decided in favor of the district (School Dist. #1 of Multnomah County). Thereupon the State Attorney General (and others) took this appeal to the Oregon Supreme Court.

The ruling: Oregon school districts are authorized to pay for essential out-of-state travel expenses for district personnel.

Significance: In affirming the lower court decision, the Supreme Court held the following principles were applicable:

1. There is no question. A school district is authorized to pay for travel expenses *within* the state.

2. District school boards are vested with implied power to carry out the statutory mandates imposed upon them to provide and operate schools.

3. Essential travel is necessary and frequently imperative for the operation of a school system, particularly the larger ones.

4. State and other Oregon governmental officials have not been restricted from travel on public business outside the state. "We can find no valid reason why school officials should be subject to greater limitation."

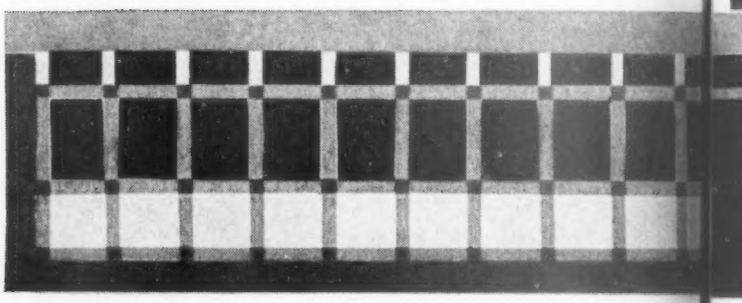
School Dist. #1, Multnomah County et al v. *Bruch et al. In Oregon Supreme Court; decided Dec. 30, 1960; cited as 358 P. 2d 283.*

the learning environment often stands or falls on decisions made when a school's specifications are drawn

In many ways, the electrical environment of a school can contribute to its learning processes, its recreational facilities, administrative functions and to interior and exterior appearances. That's why it is important to make sure that the finest electrical products go into these environments, just as you make sure the school gets the right books for the learning environment. *You can be sure . . . if it's Westinghouse.*

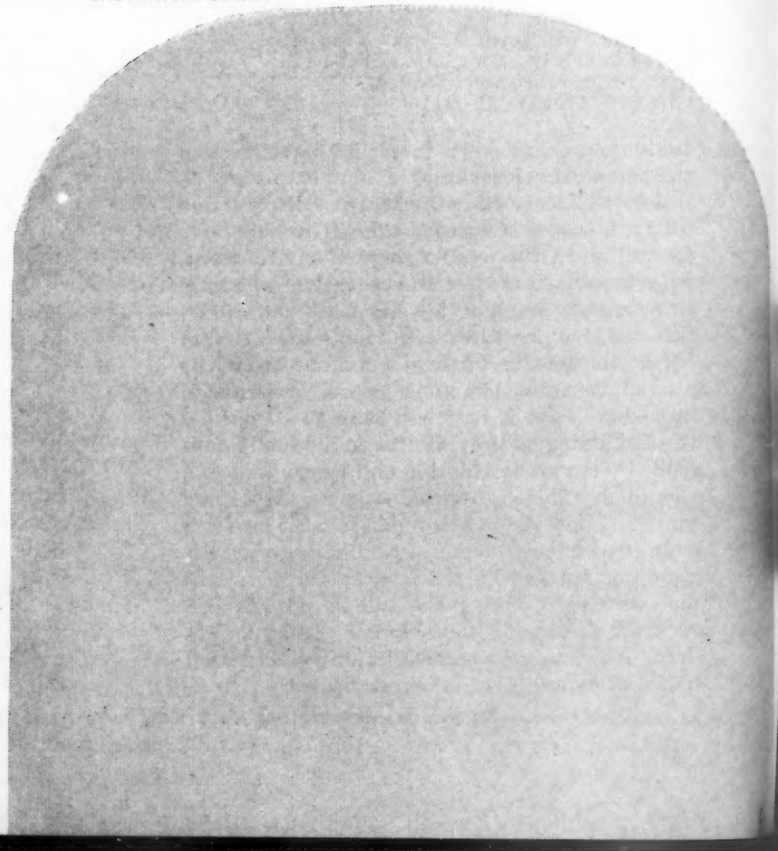
electrical power distribution

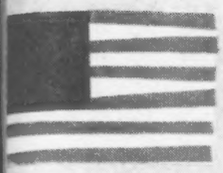
Dependable, safe electrical power is essential in today's complex school building. Westinghouse power equipment is engineered with these needs in mind, and made versatile for future growth.

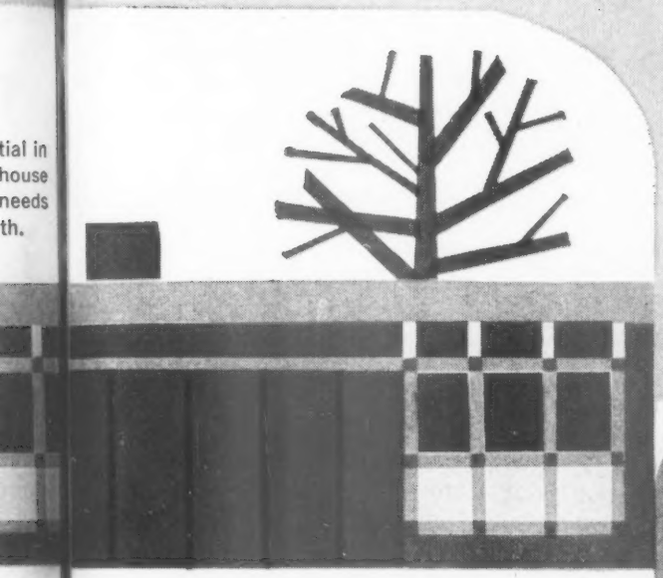


air environment

Air—its temperature, humidity, degree of cleanliness and rate of change—directly affects a student's learning environment. Westinghouse can help put the right air control products into any school building, to control temperature, cleanliness and the movement of air.

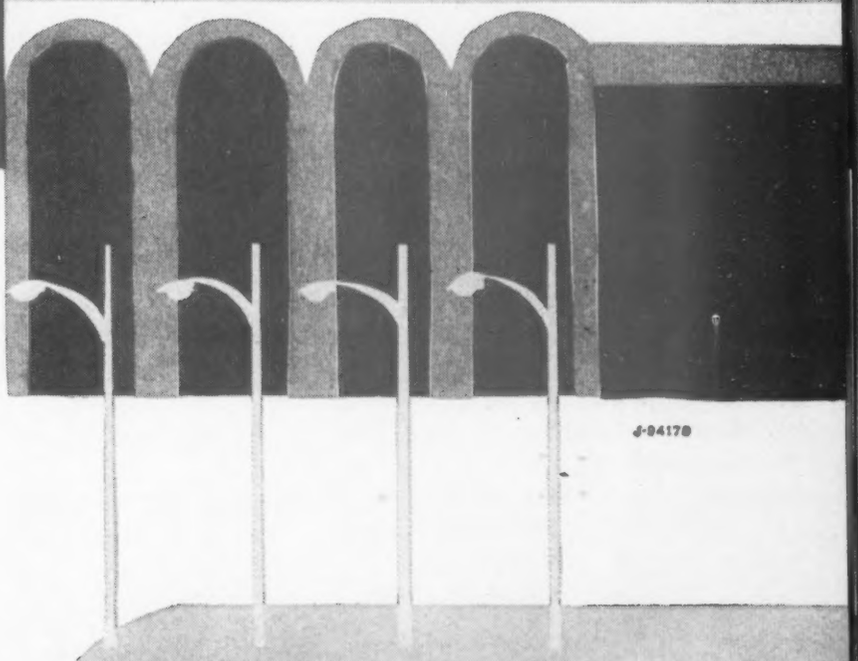






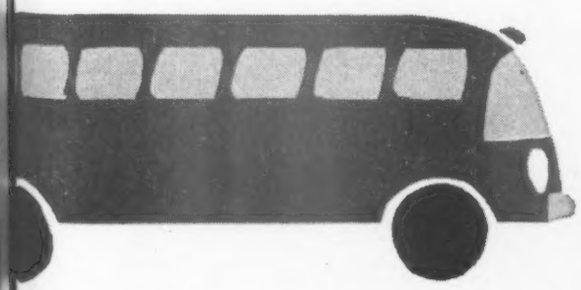
visual environment

The most important single contributor to a classroom's performance (excluding the teacher!) is glarefree, even, effective lighting. Westinghouse meets your lighting requirements with the best and most complete line in a variety of housings, designs and styles.



student convenience

A broad term, but Westinghouse has the broad product lines to assure convenience from the water cooler in the hall to the appliances in the home economics classrooms. Regardless of the range of needs, the largest source of single responsibility for your project is Westinghouse.

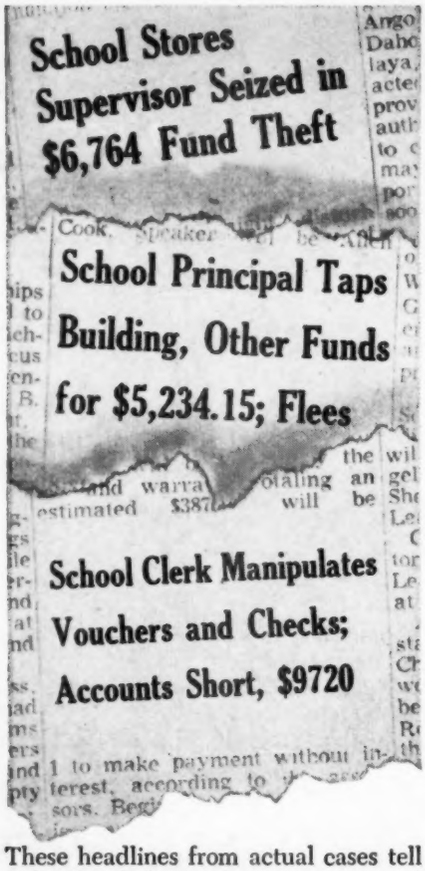


exterior illumination

Today, a community places more demands on its schools, and more activities are taking place at night. Exterior lighting is more than a watchman's tool. It means safety and convenience from bus and auto parking areas to walkways and entrances. Westinghouse offers the broadest line of luminaries for both floodlighting and streetlighting—all engineered for optimum efficiency, long life and minimum maintenance.

Have your architect specify quality and service in all of your school's environments.

Westinghouse


School Stores Supervisor Seized in $6,764 Fund Theft
School Principal Taps Building, Other Funds for $5,234.15; Flees
School Clerk Manipulates Vouchers and Checks; Accounts Short, $9720

These headlines from actual cases tell a hard-to-believe, yet true story of theft and dishonesty in schools. You can help protect your system through common-sense precautions and safeguards. Keeping all vouchers intact and matching them against cancelled checks is one prudent step. Another is to bond *all* persons responsible for school funds – officials, teachers and students.

Ætna Casualty offers a new *free* booklet that describes many other practical precautions you can follow to help safeguard your school system against dishonesty. Send for your copy *today*.

Let this New FREE Booklet suggest ways to protect your school system

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SM WHERE TO GET HELP

A guide to useful information

DR. CONANT'S THIRD REPORT

Dual standard. In "Slums and Suburbs," his latest report on today's schools, Dr. James B. Conant focuses on what he calls "social dynamite," and suggests remedies to stop it from igniting.

Most of the ideas presented in this volume will not be new to schoolmen, but they are certain to alarm the ordinary citizens for whom the book is written.

It is Dr. Conant's purpose "to create a set of anxious thoughts in the minds of conscientious citizens." This he has accomplished. The book has already stirred a storm of comment.

This is a study of the dual standard which Dr. Conant sees existing in American education. It is a criticism of the contrast between abundance of educational opportunity in the suburbs, and the total lack of it in the slums. This lack of opportunity is the cause of the "social dynamite" of which Dr. Conant warns.

If the book merely described conditions without offering solutions, it would accomplish nothing. There is no lack of solutions in Dr. Conant's book.

On parents

"One lesson to be drawn from visiting and contrasting a well-to-do suburb and a slum is all-important for understanding American public education," Dr. Conant writes. "The lesson is that to a considerable degree what a school should do and can do is determined by the status and ambitions of the families being served . . .

"The main problem in wealthy suburban schools is to guide the parent whose college ambitions outrun his child's abilities, toward a realistic picture of the kind of college his child is suited for."

And in contrast, he reports, "If the head of the [slum] family unit could be located and brought into communication with the school, attempts [should be] made to stimulate an interest in newspapers, magazines, and possibly even books." College, to this person, is an abstract concept.

Dr. Conant's solution is one of guidance for the parents.

"Expert guidance must begin very early in the suburban schools in this process of educating both parent and child in the realities of college admission. . . .

"No effort should be spared in slum areas to enlist the support of parents in the education of their children. To this end, adult education programs should be improved and expanded . . .

". . . Many . . . schools use social workers or visiting teachers to keep the parent or parents in touch with the school. This is not always an easy task, for the almost illiterate parent may be frightened of anyone connected with education. But if the parents can be induced to adopt a positive attitude toward the school, a first step has been taken. If the reading of some sort of printed material can be started, the way is open for the more usual forms of adult education courses. It may be that only by a greatly increased expenditure of funds on adult education can the present blocks to children's educational progress be removed in the most depressed areas of the large cities."

On opportunity

Take a look now at the future offered boys from the suburbs and those from the slums. Dr. Conant writes:

"The [suburban] parents are determined that at least the boys, regardless of ability, receive a degree from a college with high academic standards . . .

"Social dynamite is building up in our large cities in the form of unemployed out-of-school youth, especially in the Negro slums . . ."

continued on page 20

This unit ventilator brings air conditioning within reach of almost any school budget!

Schools in every section of the U.S.—more than 700 of them—are now equipped with Herman Nelson HerNel-Cool "now or later" year-round air conditioning systems.

Construction costs for these schools have ranged all the way from $8.00 per sq. ft. to $21.00 per sq. ft.

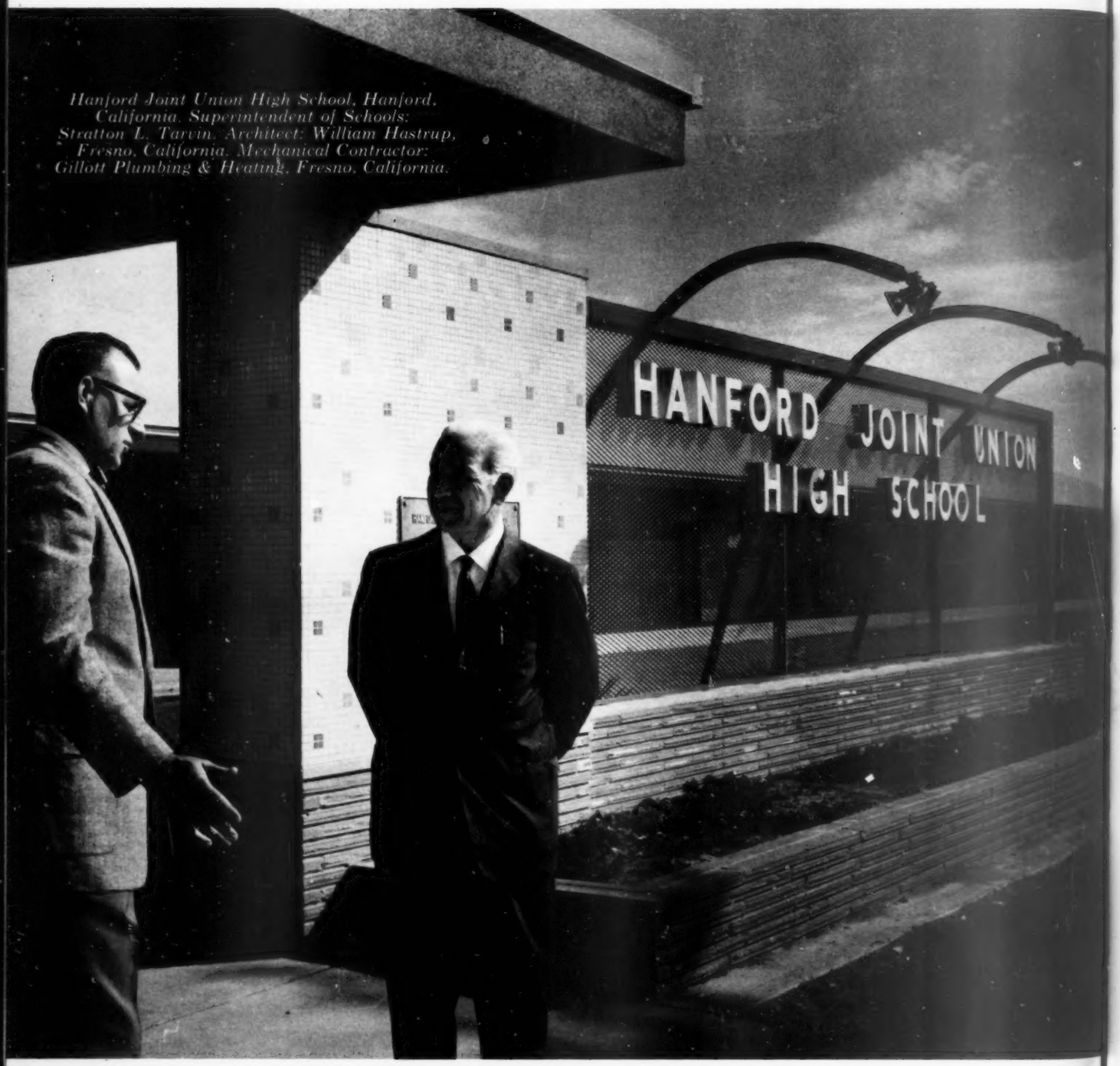
For the most part, construction costs in these same areas were as high *or higher* for schools *not* equipped with Herman Nelson "now or later" systems! And now turn the page to see one of the many schools equipped with year-round Nelson air conditioning.

HerNel-Cool III Unit Ventilator. Classic architectural styling. Efficient engineering design.

Herman Nelson photo-reporter visits another air conditioned school

SECOND IN A SERIES:

"We hope to air condition



Hanford Joint Union High School, Hanford, California. Superintendent of Schools: Stratton L. Tarvin. Architect: William Hastrup, Fresno, California. Mechanical Contractor: Gillott Plumbing & Heating, Fresno, California.

Stratton L. Tarvin (left), Superintendent of Schools, and Dr. R. deCampos, Chairman of the Hanford Board of Trustees, reflect community enthusiasm for air conditioned schools. They feel that air conditioning should be included in the plans for all future new schools in Hanford.

Mr. Tarvin says, "Air conditioning was considered in the early stages of planning. In our climate, non-air conditioned rooms are unbearable about four months during every school year. Our year-round unit ventilator system eliminates these conditions.

"Our first experience with school air conditioning has been very successful . . . students are more alert and attentive, and teachers are less exhausted at the end of a day."

all future schools"

Stratton L. Tarvin
Superintendent of Schools
Hanford, California

Architects utilize HerNel-Cool systems to reduce school construction costs

What is a community's reaction to its first air conditioned school? In Hanford, California, as in hundreds of other communities, school air conditioning has proved to be both practical and economical. In fact, school officials want air conditioning for *all* future schools.

Year-round HerNel-Cool Unit Ventilator systems allow the architect to design a more compact school. Low cost back-to-back classroom design makes it possible to eliminate design restrictions imposed by conventional schools. (Example: orientation for natural ventilation.) Expensive fenestration can also be eliminated.

Herman Nelson HerNel-Cool Unit Ventilators are flexible. They provide heating, ventilation and outdoor-air cooling during winter months, and keep room temperatures cool and refreshing in the summer. Air is filtered in each classroom unit . . . there are no dust-collecting ducts *between* the unit and the classroom. Write for more information: School Air Systems Division, American Air Filter Company, Inc., 215 Central Avenue, Louisville 8, Kentucky.

Effects of the Herman Nelson system are extremely important in the school's modern chemistry laboratory. Here a high degree of student activity, chemical odors, and other factors require the flexibility of a unit ventilator system to maintain comfortable, odor-free conditions.

Herman Nelson AAF
SCHOOL AIR SYSTEMS DIVISION

"Reaction of parents and community to our first air conditioned school has been highly favorable. It is a good example of the community's progressive education program. We're all very pleased with it," states the Hanford Joint Union High School P.T.A. President.

In one slum city, Dr. Conant found that, "A total of 59% of the male youth between the ages of 16 and 21 were out of school and unemployed. They were roaming the streets. Of the boys who graduated from high school, 48% were unemployed, in contrast to 63% of the boys who had dropped out of school."

The suburban boy, even one with little talent, has little to fear about his future. "I have been assured by . . . counselors that there exists such a wide range of private and public institutions that almost any boy who reaches the senior high school class in a suburban school can obtain admission to some four-year college," Dr. Conant states.

However, the solution to the lack of opportunity in the slums is not so neat.

"Employment opportunities must be promptly opened on a non-discriminatory basis. Because of the attitude of management and labor, this can be done only through the use of federal funds."

Dr. Conant places the responsibility for leadership squarely in the hands of the schools:

"The schools should be given the responsibility for educational and vocational guidance of youth after they leave school until age 21."

On curriculum

"Many well-to-do suburban families who some years ago would have sent their children to private schools now find the costs prohibitive and admission difficult because of increasing selectivity at the better-known private schools. Consequently, they look to the public schools to provide the same degree of academic excellence and the same assurance of college admission that the top prep schools traditionally have provided. The result is that the public high schools in these heavily college-oriented communities have reverted to the sole function that most high schools had at the turn of the century; namely, that of preparing youth for college. As I travel about the country, I sense that the public schools in many suburban communities have accepted this challenge . . ."

On the other hand, "In the slum school, the development of reading is obviously of first importance . . .

"Just how far up the reading scale one can hope to bring the majority of pupils in a slum neighborhood is an open question. The factors working against all forms of intellectual effort are powerful negative influences to overcome . . ."

Dr. Conant says in his book "that schools must differ in order to serve the specific community." Following this line of reasoning, he sets up these different curriculum standards:

"All high schools should try to create a climate of opinion that will encourage bright students to elect the wide kind of program that . . . means five rather than the traditional four subjects a year . . .

"I submit that in a heavily urbanized and industrialized free society, the educational experiences of youth should fit their subsequent employment . . .

"Increased attention ought to

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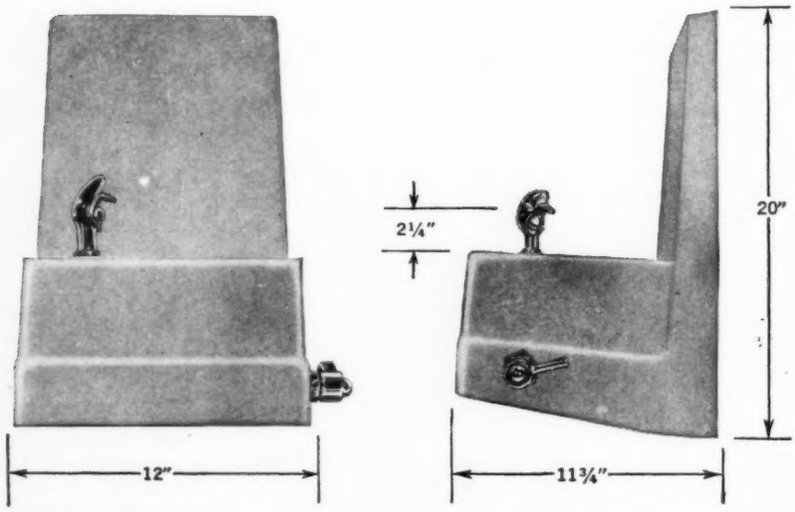
HAWS MODEL 71

The essence of modern styling is simplicity . . . clean lines, completely functional—with a unity of form that says, "For this object, this shape is right." Fiberglass construction, color selection (at no extra cost!) and HAWS Craftsmanship are also "right." Your Sweet's File can give you more details. Or write to HAWS for the comprehensive catalog.



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MARTEST has endured a year of special torture testing—including washboiling, staining, shock
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furniture for kindergarten through college. Write today to:
Virco Mfg. Corporation, Department BB, Post Office Box 44846, Station H,
Los Angeles, California. (Plants also in Arkansas and Pennsylvania.)

First name in school furniture—the last word in plastics VIRCO

be paid in both slums and suburbs to developing meaningful courses for pupils with less than average abilities. To this end, consideration should be given by every school and community to the expansion of work-study programs for slow students, and to the provision of at least an auto mechanics shop for boys in every high school in metropolitan areas."

Dr. Conant saves some of his most telling words to sum up the dangerous situation he sees breeding in America today.

He warns of the specific danger in letting this "social dynamite" go any further.

The summing up

"I do not have to remind the reader that the fate of freedom in the world hangs very much in balance. Our success against the spread of communism in no small measure depends upon the successful operation of our own free society. To my mind, there is no question that a healthy society requires a sound economy and high employment. Communism feeds upon discontented, frustrated, unemployed people. As I write in June, 1961, the unemployment rate nationwide is something over 7% for all age brackets, but unemployment among youth under 21 years of age is about 17%, or more than twice the nationwide rate for all workers. These young people are my chief concern, especially when they are pocketed together in large numbers within the confines of the big city slums. What can words like "freedom," "liberty," and "equality of opportunity" mean to these young people? With what kind of zeal and dedication can we expect them to withstand the relentless pressures of communism? How well prepared are they to face the struggle that shows no sign of abating?"

Dr. Conant leaves no doubt that he believes it is up to the schools to see that these students are well prepared, when he says: ". . . I grow impatient with both critics and defenders of public education who ignore the realities of school situations to engage in fruitless debate about educational philosophy, purposes, and the like. These situations call for action, not hair-splitting arguments."

SLUMS AND SUBURBS, *James B. Conant. Published by McGraw-Hill, New York. 147 pages. $3.95 hardbound. $1.95 paperbound.*

TEACHING MACHINES

Research information. Newly published by the Office of Education is a monograph on the subject of teaching machines.

Done in cooperation with Dr. Lawrence M. Stolurow, Professor of Psychology, University of Illinois, the booklet examines "the potentialities of some of the auto-instructional materials as a possible resolution of some of today's critical problems in education."

Included in the booklet is lengthy information on types and requirements of teaching machines, principles and examples of programing techniques, and research findings. Although the content of the monograph is largely "exploratory," schoolmen interested in the use of teaching machines should find the information helpful.

TEACHING BY MACHINE. *Available from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. 173 pages. 65 cents.*

DRAMATIC PROOF

Turn-Towl's aluminum cabinet wears while others just wear out

Turn-Towl put its own cabinets to the test in the slaughter room of a midwestern meat packing plant. First, the familiar white enamel towel cabinet (like those supplied by most paper towel services) was used a year. Then Turn-Towl's polished aluminum cabinet replaced it — looked just as new 18 months later when it was taken down and photographed.

Other equally dramatic field tests have been made in schools, chemical plants, hospitals. Names are available on request.

For the name of your nearest distributor—who will demonstrate Mosinee Turn-Towl service and arrange for a free trial, if you wish — write Dept. 1082.

MOSINEE Sulphate Towels

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Let the Hillyard "Maintaineer"—a trained floor care specialist—prove to you that the best floor treatments not only give you greater beauty and added years of wear—but in the long run *save you money!* Write us.

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"MAKE IT *LIGHT* SO IT CAN BE EASILY CARRIED FROM ROOM TO ROOM . . . *COMPACT* SO IT TAKES LITTLE SPACE ON THE DESK . . . *SIMPLE* TO OPERATE FOR BOTH TEACHERS AND STUDENTS . . . *TRANSISTORIZED* TO TAKE HARD SERVICE"

That's what teachers told us when we asked them what they *wanted* and *required* in a tape recorder for AV and tape teaching.

New 500 Ekotape® *Recorder-Reproducer*

Webster Electric took their advice and the result is the new Ekotape 500 Tape Recorder-Reproducer. It weighs only 22 pounds; takes only 1.1 square feet of desk space; has new-type controls for easier, error-free operation and has a fully transistorized amplifier and preamplifier for lower power consumption and operating temperatures — greater resistance to shock during transportation.

The new Ekotape 500 also features three heads instead of two in the recording mechanism to permit monitoring before and during recording. U.S. Royalite case shrugs off rough handling, resists scuffs and scratches. Special "lift out" construction with carrying handle attached directly to the chassis means easier servicing, shorter out-of-service time. And, fidelity is unexcelled to provide better comprehension!

Call your Webster Electric dealer* for a demonstration in your school. Or, write direct for literature.

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*Listed in the Yellow Pages

(Circle number 740 for more information)

In the best interests of education, controversial issues should be discussed frankly, constructively and with an open mind. To that purpose this page is dedicated. Each month we hope to present a clear statement on a major issue facing schoolmen. In this first statement Dr. James B. Conant asks . . .

Where does the school's responsibility end?

"I make this statement without intending any reproach to either social agencies, employment offices, or to guidance officers. The obligations of the school should not end when the student either drops out of school or graduates. At that point the cumulative record folder concerning a student's educational career is usually brought to an end. It should not be. To my mind, guidance officers, especially in the large cities, ought to be given the responsibility for following the post-high school careers of youth from the time they leave school until they are 21 years of age. Since compulsory attendance usually ends at age 16, this means responsibility for the guidance of youth ages 16 to 21 who are out of school and either employed or unemployed. This expansion of the school's function will cost money and will mean additional staff—at least a doubling of the guidance staff in most of the large cities. But the expense is necessary, for vocational and educational guidance must be a continuing process to help assure a smooth transition from school to the world of work. The present abrupt break between the two is unfortunate. What I have in mind suggests, of course, a much closer relationship than now exists among the schools, employers, and labor unions, as well as social agencies and employment offices. . . .

"Adult education courses, work-study programs of various sorts—these are all evidence of a continuing interest of the schools in furthering educational opportunities for out-of-school youth. In general, however, it may be said that when a boy or a girl leaves the high school, the school authorities play little or no part in the decision of what happens next. If the student drops out of high school, the break with the school is even more complete."

DR. JAMES B. CONANT

From "Slums and Suburbs." For a full review of this book, see page 16.

We invite from you, *our readers, suggestions for the "Controversy" page, whether they be statements of your own or those you have read or heard from others.*

We also invite *from you, comments on each month's statements. These will be published on a second page titled "Commentary."*

If you agree *that "a nation without controversy is dead," we hope that you will express your opinions on these issues.*

Why do schoolmen go to conventions?

A survey taken at the Philadelphia convention of the AASA last spring, reveals that schoolmen attend conventions to seek answers to specific problems. In most cases, they're successful.

■ ■ ■ To the hard-pressed taxpayer, watching a school official flit off to Atlantic City, Miami, St. Louis or San Francisco on *his* money, this is a legitimate—and serious—question.

How serious can best be illustrated by the fact that in two states it took court action to allow superintendents and board members to use school district funds to attend out-of-state professional meetings.

Why do schoolmen go to conventions? What are they most interested in doing and how valuable do they find these trips?

To learn the answers to these questions, the American Association of School Administrators authorized John T. Fosdick Associates, Inc., a marketing research firm, to conduct a survey among members of the AASA attending that organization's Philadelphia convention last spring.

Two questions

Two basic questions that were asked:

1. "What are the major problems facing you today, and what is the AASA doing at this convention to help solve them?"

2. "What new school equipment or instructional materials have you seen here which open up new vistas and help in the solution of major educational problems confronting you?"

Who replied

More than 1,000 of the 13,000 persons registered at the Philadelphia convention replied to these questions. Of these, better than 70% were superintendents, assistant superintendents and principals of public schools. Another 13% of those responding were school board members. They came from districts of all sizes; the median representing districts with between 2,000 and 3,000 students. The great majority indicated that

CHART I

Need for new buildings	44.4%
Inadequate funds	37.0%
Shortage of qualified teachers	25.2%
Curriculum revision	17.4%
Public relations	7.6%
School district reorganization & consolidation	6.2%
Reading	4.0%
Transportation	3.4%
Federal aid	3.2%
Mathematics	2.0%
Students in general	1.8%
Gifted vs. slow students	1.8%
Merit rating	1.0%
Discipline	1.0%
Guidance	.6%
Student motivation	.4%
College relationships	.4%
School board policy	.2%
National purpose	.2%

WHY CUT DRIVER EDUCATION SHORT?

Now you can offer driver education to *all* eligible students! The Ætna Drivotrainer system permits one teacher to instruct up to 24 students simultaneously—making the most of available teaching hours.

Components of the system are: stationary "cars" equipped with all essential controls; projector, screen and series of training films; a central recording unit which automatically scores individual performance.

By simulating normal and emergency driving conditions in the classroom, a comprehensive teaching job is done with no risk to life or property. Better judgment and safer driving attitudes are developed—both are made part of proper driving standards accepted by the group.

Figures prove the average installation pays for itself in three years—but the biggest saving is measured in human lives!

FREE BROCHURE—Learn how the Drivotrainer system can make a contribution to safe driving in your community, write to Rockwell Manufacturing Company, Drivotrainer Division, 17-M N. Lexington Ave., Pittsburgh 8, Pa.

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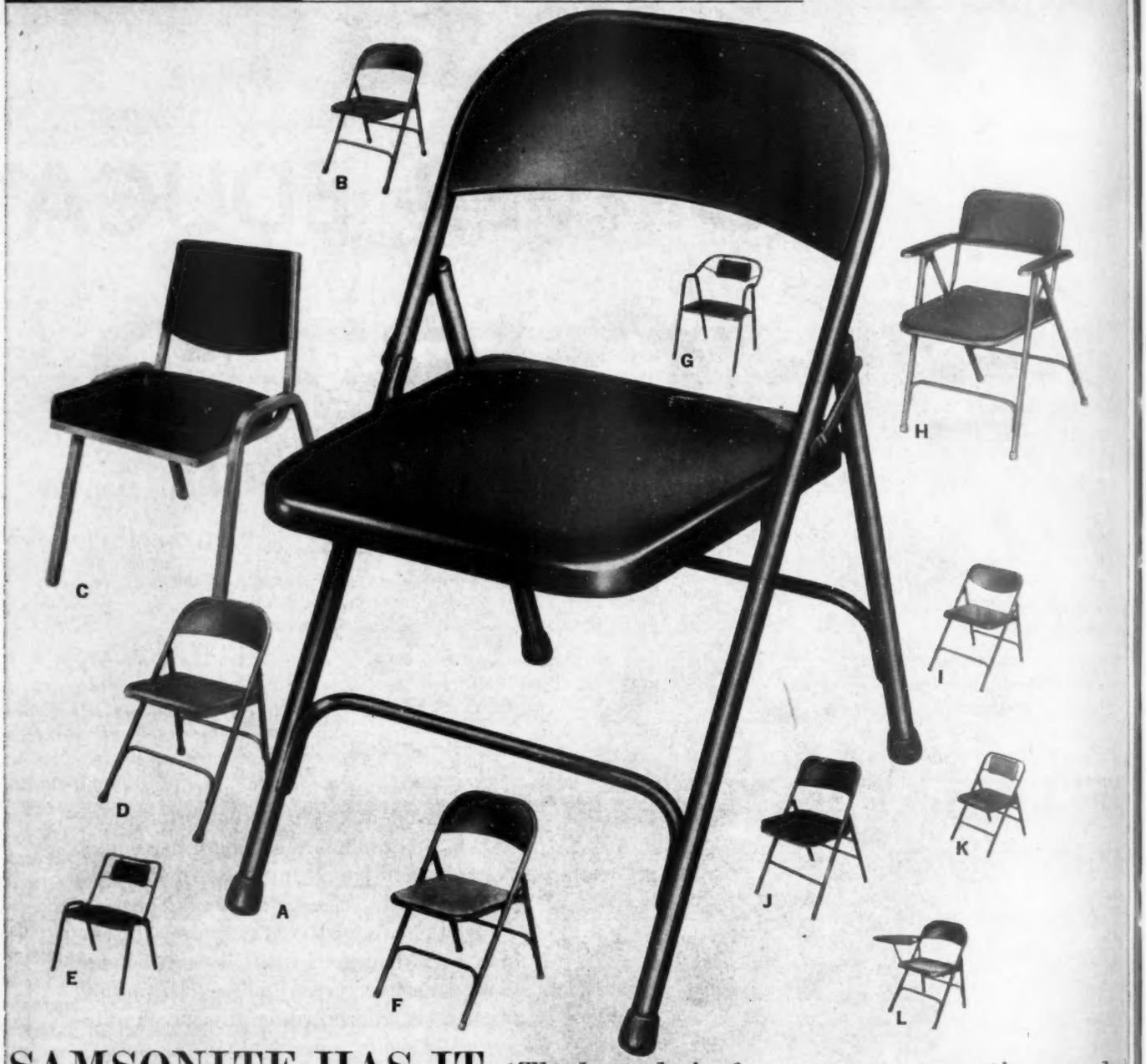
another fine product by
ROCKWELL

(Circle number 730 for more information)

Samsonite CHAIR BUYER'S GUIDE



SAMSONITE HAS IT *(The best chair for your group seating needs)*

Whatever your choice, you're getting the finest, strongest folding or stacking chair made. Every Samsonite chair features electrically welded tubular steel construction (with all metal parts "Bonderized" for rust-resistance). Chip-resistant baked enamel finish adds to the long wear — and good looks. So take your pick, and place your order now!

A. #2600. All-steel folding chair in Bronze, Brown, Grey.

B. #2075. Plywood-Seat folding chair in Natural Blond Finish; Grey or Brown back and frame.

C. #6400. Luxurious Samsontex-upholstered stacking chair in Yearling Black, Yearling Tan, Yearling White.

D. #2650. PlastiShield folding chair in Counterpoint Tan, Counterpoint Grey.

E. #6000. Vinyl-upholstered stacking chair in Counterpoint Grey, Counterpoint Tan, Counterpoint White and Gala Blue.

F. #1700. Vinyl-upholstered folding chair in Contract Brown, Counterpoint Grey, Counterpoint Tan, Counterpoint White, Gala Blue.

G. #6200. Vinyl-upholstered stacking armchair in Counterpoint Grey, Counterpoint Tan, Counterpoint White, Gala Blue.

H. #1200. Folding arm chair; Samsontex vinyl-upholstered, in Contract Brown, Counterpoint Grey, Counterpoint Tan, Counterpoint White, Gala Blue.

I. #2300. Juvenile folding chair in Grey or Brown.

J. #6600. Vinyl-upholstered folding chair in Counterpoint Grey, Counterpoint Tan, Counterpoint White, Gala Blue.

K. #6800. Samsontex vinyl-upholstered folding chair in Counterpoint Grey, Counterpoint Tan, Counterpoint White, Gala Blue.

L. #2625. Folding tablet-arm chair in Natural Blond Finish; back and frame in Grey or Brown.

For church, school, club, other group seating information, see your Yellow Pages or write: Shwayder Bros., Institutional Seating Div., Dept. SM-12-1, Detroit 29, Mich.

Samsonite
FOLDING and STACKING CHAIRS

(Circle number 733 for more information)

they were employed by unified school districts.

The problems

Four problem areas stood out high above all the others in the minds of those surveyed. These were, in order of mention: the need for more school buildings (44.4% of those responding mentioned this), inadequate funds (37%), the shortage of qualified teachers (25.2%) and the need to make curriculum revisions (17.4%).

Ranking fifth in the list—well behind the others—was public relations (7.6%), followed by school district reorganization (6.2%) and establishment of proper reading programs in the schools (4%). No other school problem drew as much as 4% of the vote.

(Totals add up to more than 100% because many respondents suggested several immediate problems. For the full tabulation of responses to this question, see chart I, page 26.)

Schoolmen citing school buildings as their major problem were roughly divided into two groups—those whose schools were overcrowded and run down, and those who were trying to fit a modern educational program into a solid—but outmoded—building.

Value of the convention

How good a job did the AASA convention do in providing an opportunity to seek solutions to these problems? Although 14.5% of those responding indicated they felt the Philadelphia show was "useless and ineffectual," the overwhelming number of those responding found the sessions valuable.

Among those who found the AASA convention valuable, 26.7% said group discussions, both those on the agenda and the informal ones held with friends and acquaintances, provided the best opportunity to find solutions to problems.

Another 26.1% said they obtained their primary value from the lectures and meetings on the program. The opportunity to visit the exhibits was cited as the most valuable feature of the AASA convention by 21.8% of those responding, while another 16.3% said they most looked forward to the opportunity for an "informal exchange of ideas."

Availability of literature and publications, and opportunity to research a problem in depth were also mentioned as primary functions of the show. About 3% of those questioned could not single out any one most significant segment of the show, though they felt that attendance at it was very valuable.

Seeing the exhibits

Visiting the exhibits was a major goal of almost every person in attendance at the convention. Although just one in five of the schoolmen interviewed stated that this was his *primary* objective in coming to the convention, it showed up as a secondary opportunity in almost every case.

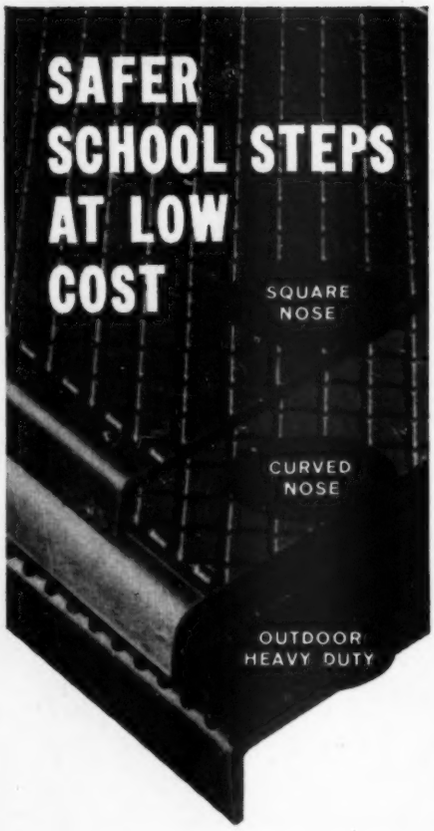
Language laboratories were attracting the most attention at the show last spring. Fully one-third of those responding to the survey indicated this was one product line they expected to examine while at the convention. Since language laboratories could be purchased with the help of NDEA funds—and were getting considerable attention in the educational press—this interest was not surprising.

School furniture, an old standby along the convention trail, was mentioned as of great interest to 22.8% of the respondents. Other product lines attracting more than average attention were audio-visual aids (19%), science equipment (18.2%) and teaching machines (17.4%).

Other exhibits which attracted a great deal of attention included general equipment and building materials (10.4%), educational television (8.6%), the architectural display (8%), textbooks (7.4%), and gym equipment and

CHART II

Language laboratories	33.4%
Furniture	22.8%
Audio-visual aids	19.0%
Science equipment	18.2%
Teaching machines	17.4%
General equipment & building materials	10.4%
ETV	8.6%
Architecture display	8.0%
Textbooks	7.4%
Gym equipment & facilities	6.0%
Electronic gadgets in general	5.2%
Movie & slide projection equipment	4.6%
Office equipment	4.4%
Overhead projector	3.0%
Cafeteria equipment	2.0%
Library	1.8%
Arts & crafts	1.6%
Lighting	1.2%
Heating & ventilation	.6%
Maintenance equipment	.6%



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MOLDED RUBBER STEP TREADS CUSTOM TRIMMED FOR YOUR INSTALLATION (no cutting or waste)

Hurrying feet need sure footing. Molded diamond or ribbed safety treads apply permanently to wood, concrete, metal or tile steps. Six beautiful marbleized colors or plain black.

RIBBED OR SMOOTH HALL RUNNERS

For complete color harmony, Melflex runners, risers and landing units are a perfect color-match for Melflex treads. Long wearing, ribbed or smooth. For more information on safer, more beautiful stairs and corridors, write:

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(Circle 721 for more information)

facilities (6%). (For the full tabulation of responses to this question, see chart II.)

A reason to go

One obvious and important conclusion can be drawn from this survey: schoolmen go to the AASA conventions to find solutions to immediate and real problems. Whether their interest is in meetings, people or exhibits, in the overwhelming number of cases, some of the answers, at least, are found. **End**

HOW TO "SHOP" A CONVENTION

You can make your next convention trip more meaningful if you plan it in advance. Here are some suggestions that any schoolman would find easy to follow:

1. Before you leave for your next convention, contact other officials in your district to find out what they're planning to buy. Find out what they want to know and carry their questions with you.

2. Plan your "shopping" intelligently. AASA, for example, makes this easy by providing each registrant with a cross-indexed "guide" to the exhibits. You can consult it by product or by manufacturer's name.

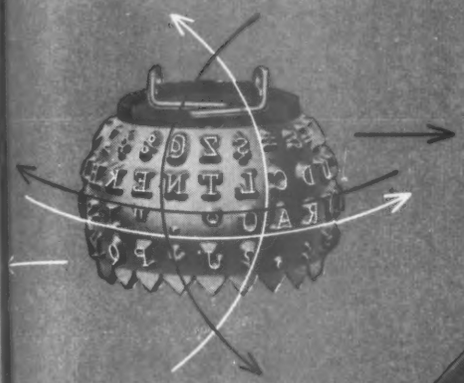
3. Ask questions when you visit an exhibitor. He's there to tell you about his product. Very few exhibitors attend a show to take "orders." They do hope to have an opportunity to explain their products to interested school officials.

4. Shop comparatively. You have a unique opportunity to make on-the-spot, side-by-side comparisons of competing products.

5. Shop as a team whenever possible. If your administration, board and business manager generally all participate in buying decisions, it's worth the investment in travel expense to shop together. Last year, for example, we saw a superintendent and his full school board comparative-shop dozens of items for a new school—including new school buses. One board member told us the show had saved them weeks of laborious exploration.

If you pre-plan your convention "shopping" and are sure to visit all the booths that have products you need, your convention trip will be a good investment, both for you and for the men who sell to your schools.

the turning point in the teaching of typing



ou are looking at the IBM SELECTRIC Typewriter, newest ddition to the IBM typewriter line. The unusual object beside is its typing element. No bigger than a golf ball, this single ement makes possible the fastest, easiest way to teach ping, brings new economy to modern teaching methods.

iminates distractions! Precision-engineered, this single typ- g element does the work of a basketful of typebars. (Typebar ngles that so often slow down and confuse the student are mpletely eliminated.) Skimming across the paper just as your nd does when you write, it prints characters faster than the e can see, eliminates the need for a moving paper carriage. esult: No distractions to keep students from concentrating n fundamentals. With no carriage jutting beyond the type- iter, the full-size SELECTRIC requires less desk area too.

uilds confidence! In many other ways the IBM SELECTRIC helps mprove typing speed and technique, makes even beginning students more proficient. For example, a unique storage system actually remembers—when necessary—one character while another is being printed, paces it out at a measured rate to level "typing flurries," improve typing rhythm.

Conversion to other typewriters, incidentally, is accomplished in just minutes, because the SELECTRIC keyboard arrangement is essentially the same despite the many other features that make the SELECTRIC so different.

Minimum downtime! The IBM SELECTRIC is remarkably rugged. With a single typing element instead of multiple typebars, and a stationary paper carrier, maintenance requirements are kept at a minimum.

Moderate cost! We urge you to have the moderately priced IBM SELECTRIC shown in your school soon. We think you will agree that this newest development from IBM research is an important milestone in classroom progress. **IBM**®

A NEW KIND OF TYPEWRITER...A NEW WAY TO WRITE!

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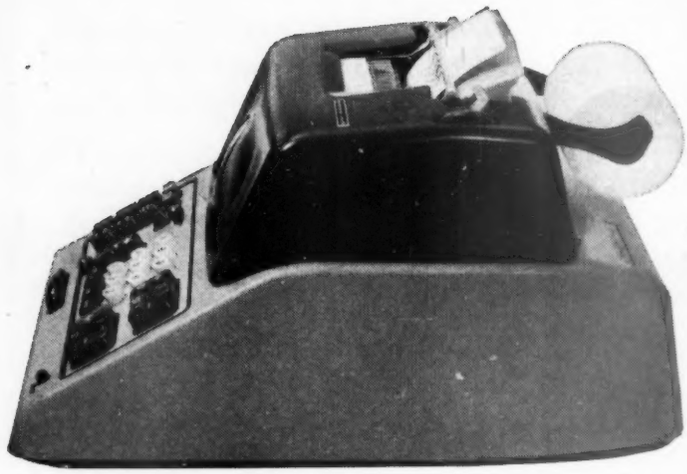
"IN FAIR WEATHER AND STORM, MY LAST DODGE SCHOOL BUS WENT 108,000 TROUBLE-FREE MILES. I drove that bus for nine years. And it's still going strong for another owner. My present Dodge is a model S500 with a 202 hp. V8 engine. It's just finished its first year on a 250-pupil, 100-stop route. I'm getting more than eight miles to a gallon, and the Dodge hasn't lost me a day or a dime. I've been carrying school children for 38 years, 21 of them in Dodges. You just can't beat a Dodge for dependability and performance." FRANK REGO, FALMOUTH, MASSACHUSETTS

FRANK REGO, OF FALMOUTH, MASS., WITH HIS 1960 DODGE MODEL S500.

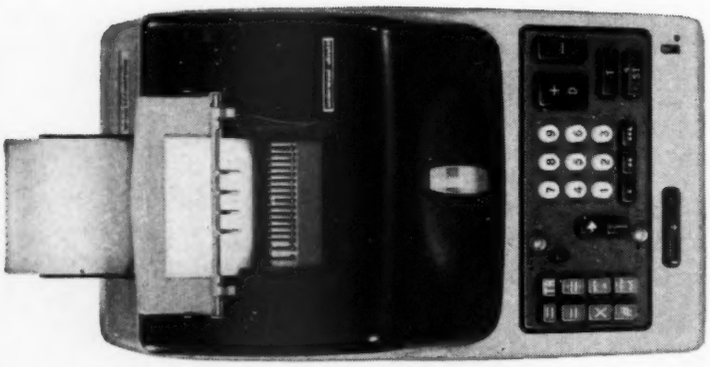
DODGE SCHOOL BUS CHASSIS FOR 1962 FEATURE MORE THAN 50 ENGINEERING ADVANCES that make them tougher, more tight-fisted than ever. In every respect they meet or exceed specifications set down by the National Educational Code for the protection and safe transportation of school children. And they're priced to compete with every other school bus chassis on the market. Dodge chassis are loaded with safe and saving ways. Year in, year out, they'll cost you less to operate and maintain. See your nearest Dodge Dealer.

DODGE SCHOOL BUS CHASSIS

(Circle number 711 for more information)



HOW UNDERWOOD CALCULATORS CUT SCHOOL OFFICE COSTS



Underwood calculators help to reduce figure-handling costs in school administration offices because of these advantages:

SIMPLIFIED 10-KEY OPERATION, enabling even untrained personnel to operate Underwood-Olivetti calculators after only a few minutes of instruction, and to acquire speed and facility quickly.

PRINTED TAPE. All Underwood-Olivetti calculators provide a printed tape record of all elements and results, for quick verification and checking.

REDUCTION OF OPERATOR ERROR. The Underwood-Olivetti Divisumma 24 and Tetractys calculators automatically re-enter intermediate results in combined calculations, reducing a common source of error as well as speeding work.

HIGH SPEED. All Underwood-Olivetti calculators cycle at high speeds. In addition, short-cut calculating techniques reduce time further.

For a demonstration of Underwood calculators in your own office, on your own work, telephone your local Underwood Representative. Or write to:

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A digest of current happenings in public education

Jersey mothers coached on football intricacies

Sometimes a football coach does not know what an easy life he leads, until he tries to do something different.

In East Paterson, N.J., Kenneth E. Karl, football coach at Memorial High School, decided to explain the game to the mothers of his players.

All went well as Karl ran through such elementary statements as "this is a helmet," and "a team has four plays, or downs, in which to move the ball 10 yards."

The ladies of the audience were very receptive and appreciated his emphasis on safety precautions for the team members. Not a question was raised as he went to the blackboard and sketched rudimentary plays, discussed the strategy and philosophy of the game and detailed the rules by which it is played.

As a matter of fact, the whole evening was a success, up to the point when Karl asked the ladies if they had any questions.

One zealous mother rose to her feet, set her jaw, looked the coach square in the eye and asked: "What was your philosophy when you decided to run on the fourth down last week instead of kicking? You cost us a touchdown, you know."

Well, maybe next year the coach will try explaining the rudiments of the game to the players' fathers.

Superintendent keeps title and pay, has no duties

What superintendent wouldn't like a situation in which he was called superintendent, was paid $15,000 a year for the title, but had no duties to perform?

The answer is Herbert B. Smith, superintendent in Peekskill, N. Y. And that's just the situation he's in.

Smith, who has been in a running battle with his board for more than a year, was recently relieved of all his duties—but his pay and title are not affected.

The board has tried vainly to obtain Mr. Smith's resignation. A year ago it voted to suspend the superintendent, but the state commissioner of education overruled the board and ordered Smith's reinstatement.

By a four-to-three vote, the board has now left Smith with everything but his job. No charges have been filed against him and, according to Board President Henry Helbaum, none are contemplated.

Smith, for his part, still refuses to resign and has said he'll ask the state commissioner to oust the board if it tries to suspend him again.

"Sick" teachers not pleased with visits by school nurses

Houston Superintendent John W. McFarland stirred up a hornet's nest recently with a new policy regarding teacher absence. McFarland decreed that school nurses were to be dispatched from district administrative offices to visit the homes of those teachers who called in and reported themselves ill.

Houston teachers are entitled to 10 days sick leave a year, explained Dr. McFarland, but many instructors were reporting sick, then going out shopping or catching up on housework.

Unused sick leave is added to wage benefits in Houston. Dr. McFarland wants the teachers to take personal absences if they are not actually ill. Their pay would be reduced accordingly. He was simply carrying out a long-dormant official policy, he said, because some teachers were taking advantage of a legal loophole. It was also expensive.

But from the teachers' standpoint, nurses' visits became an invasion of privacy—a reflection of the malpractices of a few upon the ethics of all. Moreover, it took the nurses away from more important work.

The debate raged through September and the first 10 days of October. At last, unanimously and without comment, the Houston school board negated Dr. McFarland's policy. Declared the board: "All school district personnel assigned to each individual school are the responsibility of—and are under the authority of—each individual school principal.

continued on page 38

Too good to miss . . .

Too hot . . . In Great Neck, N. Y., school officials are juggling a hot potato—or school. Their $9 million high school becomes overheated at the slightest blast of a south wind. A survey showed that it would cost $1.7 million to air condition the school. Other suggestions have been made (venetian blinds, heat retardant glass), but, says a board spokesman, "We have tried everything that's been suggested. They don't work." Wonder if they've thought of planting trees?

In the slot . . . Students in Des Moines, Iowa, high schools are going to "put your money in the slot and take your choice," this year. The schools are installing vending machines to distribute the $150,000 worth of supplies, such as pencils and pens, that students purchase annually.

On the spot . . . Dr. Peter Lancione of Bellaire, Ohio, put himself on the spot recently when he stopped a football game between teams from Bellaire and Marietta. Temperature on the field had reached 100 degrees. When early in the third period three players showed signs of suffering from heat prostration, Dr. Lancione walked onto the field to halt the game even with his team behind, 8-7. Happily, the townspeople supported his decision.

Thanks a lot . . . Male teachers in the Magnolia Elementary School District, Anaheim, Calif., have thanked their school board for what may be a new trend in fringe benefits—paternity leave. The board voted to give teachers the day off when they become papas.

Read about the most important development

A recent Cyclone Fence development promises to revolutionize industrial fencing throughout the United States. After years of vigorous research, and production line debugging, we are manufacturing an aluminum-coated steel fence of such high quality that we are willing to give it the Cyclone name. Nine years of field testing indicate that no other type of fence can economically match Cyclone Aluminum-Coated Fence's combination of corrosion resistance, tensile strength and heat resistance. Yet the price is only slightly above first-quality galvanized steel fence.

FIRE RESISTANCE

In a brush or debris fire, not uncommon along a fence line, temperatures can easily climb to the 1,300° mark. If the fence fabric melts, your property protection goes with it. The steel in Cyclone Aluminum-Coated Fence will not melt at temperatures below 2,850°. Repeated tests have shown that our aluminum-coated fabric can withstand temperatures as high as 1,650° and still retain its protective coating, and 2,000° for brief periods without the destruction of a single strand of wire.

STRENGTH

The steel wire used in Cyclone Aluminum-Coated Fence has a minimum tensile strength of 80,000 psi, and that strength is retained as long as the coating remains intact. What does this strength mean to you? In actual tests, USS Cyclone Aluminum-Coated Fence was rammed by a car traveling at 35 mph. Not a single strand of wire was broken. ■ Buyers must not underestimate the necessity for strength in industrial fence. If you could "fence your fence" to protect it there would be no problems. But fence has to stand alone, and withstand vandals, side-swiping vehicles, and all sorts of mechanical abuse.

Protect it with USS CYCLONE

in the history of property protection fence

CORROSION RESISTANCE

Our Research and Metallurgical people have found accelerated weathering and salt spray tests are misleading, therefore the following data is from actual service records: After 9 years of continuous exposure to a severe industrial atmosphere (Cleveland), Cyclone Aluminum-Coated Fence shows practically no deterioration. Even after 9 years of severe marine exposure, 90% of the surface was free of corrosion.

PRICE

The normal market prices for USS Cyclone Aluminum-Coated Fence are only slightly above prices for galvanized chain link fence. And remember, for this very slight premium you're getting the combination of aluminum and steel that gives you superior corrosion resistance and long lasting strength.

KNOW THE BRAND

Cyclone is a brand name, not a type of fence. When you buy USS Cyclone you're getting a fence that's pre-engineered, prefabricated down to its smallest part. The Cyclone-developed H-Post is built like a steel beam for extra strength; Cyclone gates are sleeve-constructed—not welded—so they can be easily repaired; one-quality, full-weight fabric; deep-set post installations that don't skimp on concrete or steel, and professional installation by long-time Cyclone crewmen who know how to put up a fence to stay. ■ USS Cyclone has sales offices all over the country and a reputation built on the fact that Cyclone is the most widely used property protection fence in the world. Cyclone Fence is backed by the American Steel and Wire Division of United States Steel—a company that will be around tomorrow to live with what it sells today. ■ 69 CYCLONE BRANCH OFFICES. Cyclone has 69 branch offices throughout the country. Which means, wherever you are, we're reasonably close by. Give us a call next time you need fence around your company's property. Check your Yellow Pages under "Fence." For a brochure on new Cyclone Aluminum-Coated Fence, write American Steel and Wire, Rockefeller Building, Cleveland 13, Ohio.

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For safety, dependability, economy.

American Steel and Wire Division of United States Steel

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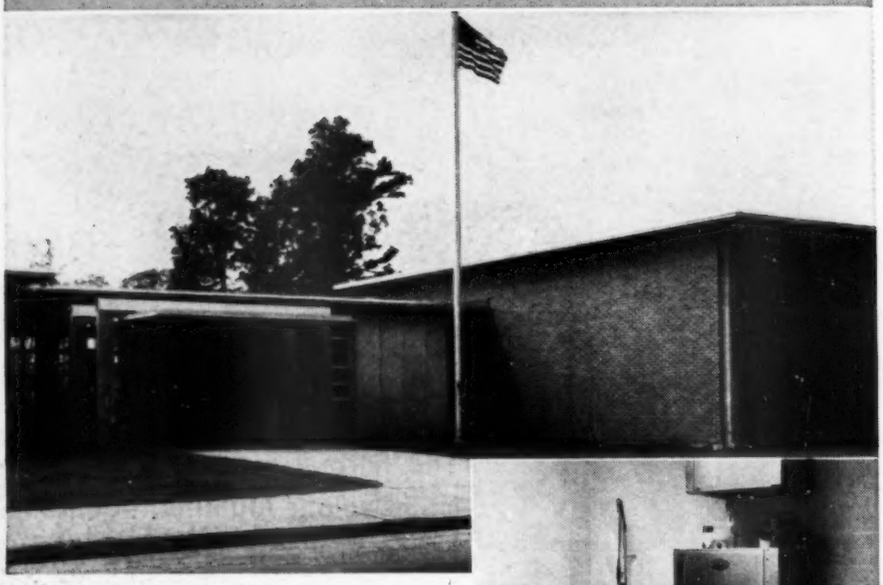
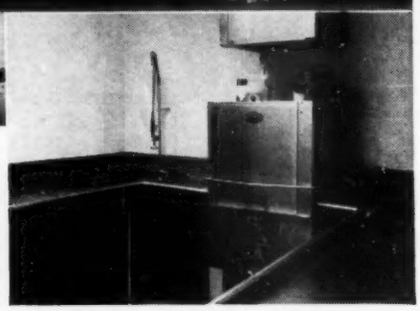
SCHOOLS Find Blakeslee Best





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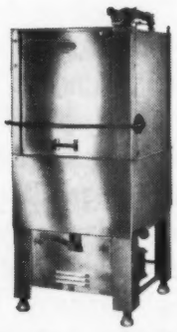
The Blakeslee "D" Models are just right for supplying a smooth flow of spotless-clean dinnerware for 75 to 200 persons per meal. The convenient tie-bar door handle locks both doors together to prevent the raising of one door ahead of the other, thus eliminating strain and breakage of door cables. The tie-bar door handle is standard equipment on these semi-automatic, single tank, door type machines. Write G. S. Blakeslee & Co. today for detailed literature.



SEE OUR CATALOG IN THE SCHOOL BUILDING PRODUCT FILE

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1844 S. LARAMIE AVE. • CHICAGO 50, ILLINOIS

Peelers, Mixers and Dishwashers of all types and sizes

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TORONTO

(Circle number 706 for more information)

Personnel matters shall be handled by, through, and with him."

Question: Will the *principals* dare to send nurses to investigate? A spokesman for the board said only that the principals would handle these matters as "they have in the past."

Right to question children in school given police

A ruling by the Michigan Attorney General's office has affirmed the right of police to question students while they are under the jurisdiction of school authorities.

Assistant Attorney General Eugene Krasicky, answering a query from the Sault Ste. Marie Board of Education, said court decisions recognize the necessity of "prompt arrest and lawful detention of those persons honestly and reasonably believed to be guilty of crime."

For this reason, Krasicky said, law enforcement officials could take out of a class a child who had been involved in a major crime, but would be unjustified in taking a child accused by a neighbor of pilfering.

Krasicky said school officials had to assume that police officers were reputable and honest. But he also suggested that districts adopt rules requiring that a school officer be present when a police officer interviews a child.

National defense

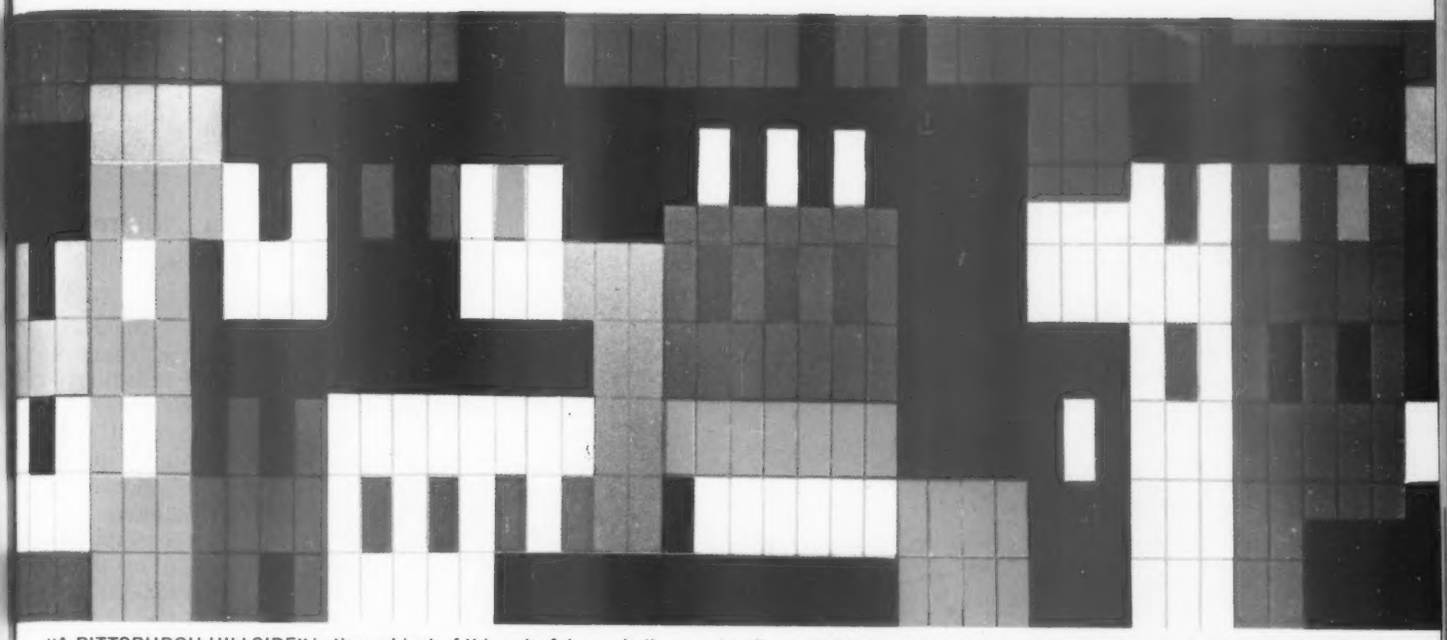
When Congress passed the National Defense Education Act in 1958, it made it very clear that it believed certain areas of a child's schooling were more important to the national interest than others.

Among those singled out were science, mathematics and languages—which brings us to the point of our story.

In Columbus, Ind., school authorities took the idea to heart, and for two years they searched for an adequate instructor of Russian. They finally found him in the form of Joseph Turk.

Then came the shocker. Turk was called up for active duty with the 133rd Air Transport Wing. Despite the pleas of school authorities and students, it was decided that he was more valuable in the Air Force than he was as a teacher.

Turk is now on duty as a clerk-typist.



"A PITTSBURGH HILLSIDE" is the subject of this colorful, symbolic mural-wall created through the imaginative use of ceramic glazed Natco Vitritile.

HOW A PITTSBURGH HILLSIDE INSPIRED A NATCO VITRITILE WALL DESIGN

When the advertising agency of Ketchum, MacLeod and Grove, Inc. recently moved its headquarters into the new Gateway Four Building in Pittsburgh, Pennsylvania, managing art director Ed Hall was given the assignment of designing the employees' canteen.

On one of the walls Mr. Hall used a colorful selection of ceramic glazed Natco Vitritile units as an "art medium" to symbolize a typical Pittsburgh scene . . . the town houses which appear to be haphazardly stacked along the city's steep hillsides.

The pleasing result of the Vitritile mural-wall is shown in the photograph above.

Ceramic glazed Natco Vitritile is a *genuine*, load-bearing clay tile product that will always retain its original "new look." Vitritile—available in 44 standard and accent colors—offers an unlimited choice of modern color combinations.

Why not use Vitritile to enhance the beauty of *your* next new building?

Today's idea becomes tomorrow's showplace . . . when Natco Structural clay products are in the picture

natco corporation

GENERAL OFFICES: 327 Fifth Avenue, Pittsburgh 22, Pennsylvania . . . Branch Offices: Boston • Chicago • Detroit • Houston • New York • Philadelphia • Pittsburgh • Syracuse Birmingham, Ala. • Brazil, Ind. . . . IN CANADA: Natco Clay Products Limited, Toronto

Left: Quaint, varicolored town houses stacked along a hillside is a familar Pittsburgh scene.

Right: 3¾" x 5⅛" x 11¾" ceramic-glazed Vitritile unit similar to those used in the KM&G mural-wall.

modern Wyoming school selects versatile acoustical ceiling

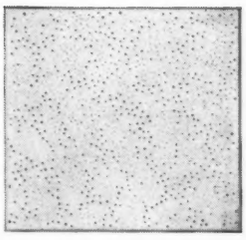
EAST HIGH SCHOOL,
CHEYENNE, WYOMING

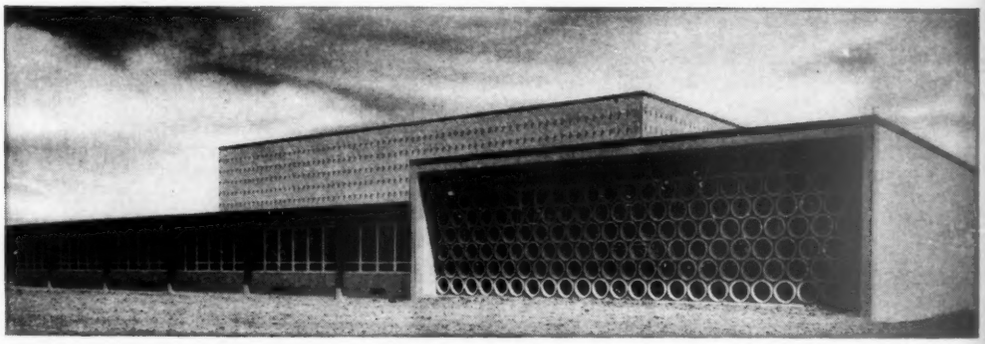
Superintendent of Schools: Mr. Sam R. Clark

Architect: Kellogg & Kellogg & Sam C. Hutchings, Cheyenne.

General Contractor: Spiegelberg Lumber & Building Co., Laramie.

Acoustical Contractor: Acoustics & Specialties, Inc., Denver, Colo.





Cheyenne's new East High School is strikingly modern—functional and beautiful inside and out. The secret? School authorities and architects chose only the most versatile modern materials to meet their design requirements. For the acoustical ceiling they selected an outstanding material that has proved its value in hundreds of modern schools across the nation—Armstrong Acoustical Fire Guard.

This multi-purpose ceiling material met local building code requirements of two-hour fire protection for structural steel without necessitating costly intermediate fireproofing. Its unequalled record of time-design ratings—one to four hours in eleven different Underwriters' Laboratories tests – has qualified Fire Guard for the nation's strictest school construction code requirements. Because it's also an excellent *acoustical* ceiling, Fire Guard absorbs noise – providing quieter classrooms and corridors for this modern school.

Also, Fire Guard's dry installation cut construction time and saved money by avoiding the long drying periods and messy cleanups characteristic of "wet" methods of fireproofing. This permits other building trades to work without interruption during the installation of Fire Guard. In one fast operation, East High School got rated fire protection, excellent acoustical treatment, a factory-finished surface, and a distinctive design—the Classic pattern which highlights the modern design of the school.

For more information on how this versatile material can contribute to your school-construction plans, consult your architect or your local Armstrong Acoustical Contractor (his expert advice and service are other advantages of using Armstrong Acoustical Ceilings. You'll find him listed in the Yellow Pages under "Acoustical Ceilings"). Or write direct to Armstrong Cork Company, 4212 Ross Street, Lancaster, Pa.

Armstrong ACOUSTICAL CEILINGS

First in fire-retardant acoustical ceilings

(Circle number 704 for more information)

THE OFFICE OF EDUCATION:

What's in it for your schools?

The activities of the Office of Education directly affect your schools. In this exclusive interview, Sterling McMurrin tells what the Office is doing for your schools now, what it plans to do soon, and what its policies are for the future of education.

LOOK MAGAZINE PHOTO

■ ■ ■ Like it or not, the federal government is playing an increasingly important role in local public school education. And it seems obvious that this trend is due to increase long before it stops.

In terms of income, the federal role is still very limited. During the 1960-61 school year, less than 1% of the average school district's income came from federal sources. Local districts raised about 56% of their own money, receiving another 42% from the states.

Nevertheless, there can be little doubt that federal influence is far greater than federal spending. Through the use it makes of its available funds (the National Defense Education Act caused local districts to emphasize science, mathematics and foreign languages in their curriculum, often at the expense of the social sciences), and through its publications, access to communications and the weight of its expert opinion, the federal government makes a major impact on local schools.

There is no need to argue the rights and wrongs of this situation here. It is only necessary to recognize the fact of its existence.

Of course, some districts have tried to resist the trend. In Cincinnati, the school board has twice refused to accept grants from the federal government under NDEA. In Midland, Mich., the board voted to refuse federal lunch money—and promptly had to raise the price of lunches by 10 cents.

But these incidents are newsworthy because they are unusual. Few districts will deliberately refuse available money because of a control "it might lead to" some time in the future. As one disgruntled Midland citizen said, "We pay taxes to Washington as well as to Lansing (Mich.) and city hall. It's our own money we're refusing to accept."

The Office of Education

Most of the federal contact with—and influence on—schools comes from the Office of Education, a branch of the Department of Health, Education and Welfare.

Most of the Office's dealings are with state departments of education and with colleges, universities and private foundations. Only under a few programs does it deal directly with local school boards.

Because it deals basically at other levels, there is a tendency among some local schoolmen to misunderstand the role of the Office of Education. As one superintendent told a SCHOOL MANAGEMENT editor, "The Office of Education is on such a high level, little of what it does means anything to me. The people up there in Washington don't know anything about our problems and, what's more, they obviously don't care."

And for every schoolman who thinks the Office of Education doesn't care, there seem to be two who feel it cares too much: "Federal help means federal control."

What is the true role of the Office of Education? How does it operate? Can it work with local districts? What is its interest in controlling—and standardizing—education? What are its plans for the years ahead and what do they mean to local schoolmen?

For replies to these questions, SCHOOL MANAGEMENT editors arranged an exclusive interview with Dr. Sterling McMurrin, U.S. Commissioner of Education. The following article is based on excerpts from that hour-long tape-recorded session.

Dr. McMurrin, if a school district wanted to take a look at various areas of its curriculum, with an eye to making major revisions, what aid or assistance could it expect to get from the Office of Education?

■ It is not the practice of the Office of Education to deal directly with school districts. Certainly the district could obtain publications on a variety of subjects from us. And, if the curriculum area being revised related to science, mathematics, foreign languages, guidance or other subjects covered under the National Defense Education Act (NDEA), we could offer monetary assistance. But this assistance would have to be administered through the appropriate state departments of education.

It would greatly complicate matters if the Office of Education were to undertake to deal directly with school districts. I think we would be accused of interference where we should not be interfering. Moreover, by bypassing the state offices we would create problems between state and local agencies.

We have been asked about situations where the state departments stand as a wall between the Office and the local districts. In these cases, we still would not deal directly with the local people, nor would we try to force the states to administer our programs. All that we can do is publicize the availability of help and funds from this Office. The local districts can then use this information in approaching their state departments if they are interested in the programs. Congress has made funds available for specified purposes. The states are entitled to make use of this money. If they request it, and meet the requirements set forth by Congress, it is available to them.

Are there any areas in which a district can work directly with the Office of Education?

■ Yes, there are. Under Title Seven of the NDEA, a district can apply directly to the Office for funds with which to conduct research in educational media. This would include television, motion pictures,

teaching machines and so on. The Office can make grants to, and contract with, any agency, including local districts, for work in this area.

This is not a case of providing money directly for the purchase of equipment. However, it is conceivable that some equipment might be purchased with these funds, if it could be shown that the equipment was needed in order to carry out the research.

There is one other way in which a district can work on a project with the Office. Under the Cooperative Research Program, we are able to make funds available directly to colleges, universities and state departments of education for research. The districts working through these institutions may obtain the benefit of such funds.

By law, we are bound in these cases to work through the colleges, universities and state departments of education, but there's no reason why the local districts could not take the initiative in working out a project with a university or state department.

Any college is eligible for grants in general educational research. Thus, if a school district operated a two- or four-year community college, that institution would be eligible to receive research funds.

How should a district interested in initiating a research project in new media (under Title Seven of the NDEA) proceed?

■ This program is administered by the Educational Media Branch in the Division of Statistics and Research of the Office of Education. This branch is headed by Dr. Walter Stone. All requests for funds under Title Seven should be addressed to him.

Any district requesting information on submitting an application for a research grant can expect to receive an immediate answer from Dr. Stone's office.

The structuring of an application is a considerable task and those who have not had past experience with it may need some assistance from those who have. This is not a question of red tape. It's a matter of being able to clearly state the kind of thing that is being proposed, in such a way as to inform and convince a 12-man committee of the project's worthiness.

A district that is interested must make a very thorough statement of its problem in the application. Some districts submit applications in a form that a committee couldn't possibly consider, because the applicant doesn't adequately describe what he intends to accomplish.

The applications are reviewed by a 12-man committee of experts from outside the Office of Education. This committee is gathered from all over the nation and meets four times a year. Because it has a great many very complete projects to evaluate, its deliberations take some time. The committee's recommendations are then submitted to the Commissioner for approval. In view of this procedure, when a district sends an application for research funds to the Office of Education, it must expect to wait anywhere from one to three months before receiving a final reply.

This would mean that any district wishing to work on a research project during the 1962-63 school year, starting next September, should request preliminary information right now. And it should be ready to start preparing its application almost immediately.

Dr. McMurrin, the National Defense Education Act has been extended "as is" by Congress for an additional two years. This will take it through June 1964. Does this mean that the Act will be administered exactly as it has been since 1958, or will there be changes?

■ Assuming that the bill is not amended in the next session of Congress, it simply means a two-year continuation of the program as it is. The Administration had recommended amendments which would have expanded the bill to some extent and, we think, greatly improved it. We still hope that Congress will act favorably upon the recommended amendments.

There are many facets of education that are of fundamental importance to the security of the nation. And if the intention of the Act is to provide for an educational program that will build strength into the nation for security, I think we need to look beyond languages, mathematics and science.

Now, the NDEA is of such a nature that the Office must administer it very strictly. This is not to say that regulations governing the administration of it cannot be changed, so long as they are consonant with the letter of the law and the purposes of the law. As a matter of fact, in the not-too-distant future we hope to examine the regulations to determine whether or not they are entirely satisfactory. We would welcome suggestions from schoolmen as to changes of procedures that would be of value to them.

It has been charged in some quarters that the federal government would like to take over greater control of local school districts. What is the attitude of this Administration toward federal control of education?

■ This Administration is categorically opposed to federal control of education. I think the federal government should influence education in the direction of the satisfaction of the over-all needs of the nation. We simply have to recognize that a nation that is in a perilous condition—a condition that is affected

by the quality of education—must take steps to improve its education.

This situation necessarily means that the federal government has to take a greater interest in education. And the federal government, which to me means all of the people acting together through their representatives, must see to it that certain broad national interests are satisfied.

I do not believe this means that the federal government has to seize control over educational institutions or school districts, or that it will. I have every reason to believe that it won't. No one wants it to have this kind of control. Such control is not necessary in order to achieve the ends appropriate for our national security.

I am not aware of any serious objections from any school districts, since I have become Commissioner, to federal control of educational policy or the substance of education. I have had questions raised with me on three occasions having to do with federal control, but what was apparently being referred to was federal control in the form of auditing requirements—bookkeeping practices.

I am aware that some people use the term "control," and talk about federal control of education, when they mean "red tape," or when they mean that they don't like the rigorous requirements of the federal government in accounting for the expenditure of money received from federal sources. I'm not saying for a moment that there aren't people who believe that there are federal controls of educational policy and educational content. But no one has brought any evidence to me that any such control has come from the Office of Education. I would welcome the presentation of such evidence if there is any.

Might the federal government play a role in setting minimum standards for education nationally, just as the states now set minimum standards for the districts within their jurisdiction?

■ I would say "no" if by minimum standards you mean requirements imposed upon the states. Take teacher certification requirements as an example. I don't think that the Office of Education should attempt to impose certification requirements. On the other hand, I do believe that the Office can and should take a positive role in defining what constitutes a good teacher-education. But it would be most undesirable for us to impose our thinking on the various states.

It would be a great error for the federal government to start expropriating the functions of the states. It is their job to set minimum standards for graduation, for teaching, for anything having to do with the districts within their jurisdiction. There is no reason to suppose that a state can't do this and do it well. Some states, of course, are doing better than others.

It seems to me that the role the Office can play is to encourage the states to move in the direction of tightening their own standards by providing them with full information relating to the problem. The Office of Education can in various ways generate and disseminate ideas and attitudes that are worthwhile. I don't believe the American people are so dead set against the federal government that a school district is going to be unwilling to recognize the quality of an idea just because it may have come from this Office. We can best carry out our role in improving education by suggesting and informing—not by enforcing.

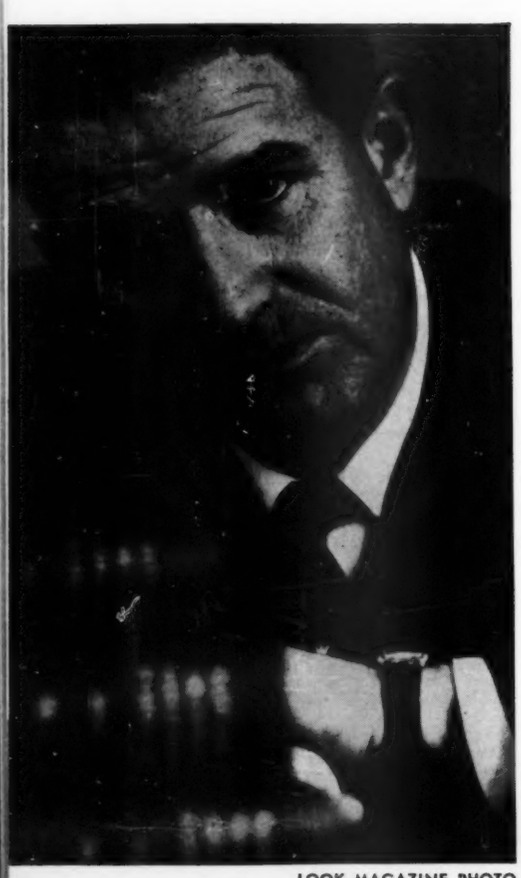
text continued on following page

LOOK MAGAZINE PHOTO

There has been some talk recently about establishing a national curriculum. Is this something that you would favor?

■ If by "national curriculum" you mean a curriculum that would be standard all over the nation in certain basic subjects—and that would in some way or other be enforced by the Office of Education or some other national agency—I am definitely opposed to it. I don't think this would be a good thing for the nation. It's not simply a question of federal vs. local control; it's a question of what is good in itself. I believe that the bulk of my colleagues here in the Office of Education would agree with me that American education is in a better condition when it has variety in its curriculum.

It is not possible to pick out any particular course or any particular way of teaching a course or any particular textbook, and say, "This is the best." What we need is variety.



LOOK MAGAZINE PHOTO

Dr. McMurrin, now that you have had almost a year in office, do you foresee any changes in the operation or activities of the Office of Education?

■ Frankly, I don't know how things may change in the future. I would simply say this: The temper of the public on the role of the federal government changes. The problems that we face tend to change. The need for doing new things comes along from time to time. At the present time, I feel that the Office of Education must identify a few large tasks that it should undertake. And it should approach these tasks somewhat aggressively and positively and not hesitate to provide leadership in American education. I am not implying that this wasn't done before, but I am saying that it seems to me that in the past the Office has been involved in a number of small tasks.

There are certain areas in which we have no choice as to our operation. For example, we have the responsibility for administering funds that are appropriated for educational purposes. But leaving the administration of grant funds to one side, I think we face some very large problems in education today, and I feel that the Office of Education can do the most good for the people of this nation if it concentrates on a few of these large problems.

What are some of the large problems you hope to tackle during your administration?

■ One of the projects we are launching right now is the upgrading of the teaching of English in the secondary and elementary schools. Funds for this project have been appropriated by Congress and they will be administered by the Office of Education. The work on this project will be done by people in schools and universities who are experts in the field.

This is not a matter of a national curriculum. It is a matter of stimulating large-scale interest in improving the curriculum in English and in other nonscientific fields that we hope to get into in the future. We hope to come up with valuable ideas that can be placed at the disposal of the schools in the same way the National Science Foundation has made it possible for the schools to obtain high-level materials in the natural sciences.

This is an area where I feel that the Office of Education can properly exercise national leadership. Congress created the National Science Foundation as an agency totally independent of the Office of Education to do this kind of thing for the national sciences.

The Office of Education apparently has authorization to promote the cause of education generally, but we have no intention of duplicating the foundation's work.

continued on page 76

How to get your graduates into the best colleges

All of the "best" colleges have more qualified applicants than they can handle. The difference between an acceptance and a rejection for your students may be the support your high school staff and program give them.

AN S/M INTERVIEW WITH DR. T. D. YOUNG

Director of Admissions
Vanderbilt University

■ ■ ■ Admission to a "best" college may depend as much on the student's high school as on the individual student himself.

Courses, grades, class standing and extracurricular activities, all directly affect a student's chances for admission. But even when all students who do not qualify on these counts are eliminated, more applicants remain than positions to be filled. How does a college admissions officer choose from among these well-qualified applicants?

Often, the only difference is the recommendation he is—or is not—given by his high school principal or guidance officer.

For example, more than 3,000 well-qualified students apply for admission to Vanderbilt University each year. Only 750 can be admitted. The margin between an acceptance and a rejection, says Dr. T. D. Young, Vanderbilt's director of admissions, is often the reputation of the student's high school and the letter of recommendation he receives from his principal or guidance officer.

"When we receive a form letter or one that says nothing," comments Dr. Young, "it certainly hurts the student's chances, because we feel that the administration of his school is not backing him up.

"On the other hand, there are principals who laud every student to the skies. To hear them tell it, everybody in the graduating class will win a Rhodes Scholarship. These principals don't help their students either. We tend to ignore their comments because we don't feel they're sincere."

How can a district help its stu-

TIPS FOR YOUR STUDENTS

Here, from Dr. T. D. Young, director of admissions at Vanderbilt University, are tips students can use to ease their way into college.

dents to get into the best colleges? What are the factors that weigh most heavily with admissions officers? How can a district find out more about specific colleges—and tell the colleges more about itself?

To get the answers to these and other questions affecting your students' opportunities, a SCHOOL MANAGEMENT editor traveled to Nashville to interview Dr. Young. Excerpts from that tape-recorded session are presented below.

Q. Dr. Young, Vanderbilt attracts a great many more applicants than it can accept. Can you tell us, essentially, what is the difference between a student who is accepted and one who is not?

A. Obviously, we are looking for the best students we can obtain. We want the ones we feel can do Vanderbilt work. This means they must have a sound academic background, that they have shown qualities of leadership in school, that they have done well on standardized tests, and that they come to us highly recommended by their schools. Of course, that could stand as a description of the student that any college in the country is looking for. No one is looking for students who do poor academic work, show no leadership qualities and are not recommended by their high schools.

Q. What are the prerequisites for admission to Vanderbilt University?

A. We have stated our prerequisites in our college catalog. We require that an applicant have four years of high school English, three years of mathematics, two years of a foreign language and that he have a total of 15 acceptable academic units. Courses in homemaking, vocational education, shop and physical education do not count toward this total.

We also expect that the student in the typical high school be in the upper 25% of his graduating class and—as I mentioned before—he needs a strong recommendation from his high school principal. In addition, a student must take the complete schedule of college board examinations and we expect his scores on these to be commensurate with his ability.

Q. How important are the college entrance board tests in relation to a student's academic record? If a student scored poorly on these tests, would this automatically bar him from coming to Vanderbilt?

A. Let me put it this way: We have found—and I think others have, too—that it's impossible to have an arbitrary cutoff point. You cannot say that you're not going to accept the student who hasn't scored 600 or above on the college boards. If a student scores well on these tests, it certainly helps his chances of being admitted to Vanderbilt. Occasionally, however, there will be a student who has a very high academic average and whose college board scores are low for some reason

Where to apply

"This is a very important consideration for any student. He must ask himself not only whether he can be *accepted* at a particular college, but also can he graduate from there. Many colleges will accept more students than they can handle, on the theory that after the first year, a quarter or half of the freshmen will be weeded out. It is very difficult for these students who have been dismissed from one college to find a place at another."

When to apply

"The applications should be in the mail right now. Any senior who has not sent in his applications by now, had better get at them immediately. We have an early acceptance plan here at Vanderbilt, but that's already gone by the boards. If a student wants to get involved in that, he should contact us during the spring of his junior year."

Apply to more than one college?

"In fairness to the applicants, we tell them to apply to three or four different colleges. I know that many admissions people feel that this ghost registration creates headaches for them, but look at it from the student's point of view. We have 3,000 highly-qualified applicants each year. We can only accept 750. It would be very sad if the rest of these qualified students were unable to go to college because they put all their eggs in one basket."

When to take College Boards

"The College Entrance Examination Board tests should be taken in December or January of the student's senior year. We can, and in rare instances do, accept a later testing, but usually the student who is not tested by January does not have his scores reported to us by the time the admissions committee begins its work.

When should a student start thinking about college?

"If a student wants to go to a college like Vanderbilt, he ought to start planning by the time he enters high school. The reason is obvious: He must take certain prerequisite courses or he won't be eligible. And, equally important, with competition for college openings as sharp as it is, a student does well to keep his grades up all the way through school, not just during the last two years."

Should a student plan to visit your campus?

"We realize that not all applicants can come to our campus, but those who can, should. We're here all summer as well as during the school year. Any student who wants to visit us is more than welcome. We only ask that he give us some notice that he is coming so that we can make proper arrangements to meet him and to have him see the campus."

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we don't know. We think there must be some discrepancy there and we try to do some additional checking—possibly to the point of doing some additional tests or requesting some new information.

Q. So that scoring poorly on the college boards would not automatically eliminate a student from consideration for admission?

A. That's right. None of our prerequisites are so defined that they cannot be waived or bent in a particular instance. Let me give you another example. We say that we expect a student to be in the upper 25% of his class. But this does not mean that we eliminate all students who do not meet this requirement. The student may come from a school where being in the top half or even two-thirds of his class is an accomplishment equal to being in the top tenth at another school. For example, if a student from the Bronx High School of Science applies, his class standing means very little. If he has the recommendation of his principal or guidance counselor, we know that he is qualified to do Vanderbilt work.

Q. If a student has not had four years of English, can he still be considered for admission to Vanderbilt?

A. This becomes a more serious problem. The student who has not met the academic requirements for admission to Vanderbilt starts at a real disadvantage. We do make exceptions, but these are very rare and occur only under very special circumstances. Incidentally, we find all too often that there are high schools in this nation that cheat their students of an opportunity to come to a college like Vanderbilt by failing to offer the requisite number of courses in academic subjects. We have had students apply from schools where they *could not* take more than two years of mathematics, and where a foreign language was not offered. These students are almost automatically eliminated from consideration for Vanderbilt or any other college of equal standing in the nation.

Q. Dr. Young, assuming that a student meets all of the prerequisites you have listed, is there any single factor that will weigh most heavily in the decision to accept or reject his application?

A. I would say that there are two elements that weigh most heavily with the admissions committee at Vanderbilt. The first is the essay that the student writes himself. The second is the recommendation he receives from his principal or guidance counselor.

Q. What is this essay and why do you consider it so important?

A. We ask each student to write an essay on his reasons for preferring Vanderbilt. The primary purpose of this is *not* to have the student flatter us and say that Vanderbilt is the best school in the country. We want this essay because it is the only opportunity we have to get a sample of the student's writing and his ability to

continued on page 74

WORKSHOP FOR SCHOOL MANAGERS

How to improve your public speaking

Every time you make an appearance as a speaker, you leave your audience with an impression of your schools and your person. Here are some tips for public speaking that will help improve that impression.

■ ■ ■ As a school manager, you are expected to speak in public frequently. It's one of your most important functions.

But no matter how often you speak publicly, your remarks won't have a bit of meaning unless you know how to get them across. Moreover, the audience—be it a civic club or a teachers' association—is evaluating you and your schools by the manner in which you present yourself.

How can you be sure that you are making an effective speech? Here are some practical tips to help you improve the impression you make and insure the penetration of your remarks:

Preparing the speech

One of the great causes of misunderstanding between the public and its schools is the inability of many educators to communicate effectively. They talk in educational terminology that noneducators can't understand. To avoid this trap, keep your speech simple. Outline it carefully and lead the audience from step to step in language that makes sense to them.

You can do this if you know your listeners. Ask the program chairman about the make-up of the audience and tailor your address to its level. You would not, for example, deliver the same speech at an administrative seminar and at a meeting of the Rotary. The subject might be the same, but the language must change. For example, you can get away with the phrase "Hawthorne effect" at the seminar, but you must tell the Rotarians that experimental groups are stimulated to do better because of the circumstances.

There are other ways to get ready, too. Find out if a microphone will be used. If you think you'll need one, request it. How about a lectern? Is it desirable to have copies of your speech available for the press? How much time will you have? The program chairman should be able to give you the answers.

Your opening remarks

Next time you listen to a top public speaker, note his acknowledgement of the introduction. Does he have an easy manner which enables him to accept

praise or flattery graciously? Make mental notes of how this is done. Does he address the chair, recognize dignitaries at the speaker's table and, of course, the audience? This is the first impression a speaker makes. Rightly or wrongly, all listeners will interpret this practice as the mark of a professional public speaker.

The first sentence of your speech should be an attempt to "hook" the audience. It can be a question, a dramatic statement or a quotation, but it must be sharp enough to assure audience attention beyond the normal minute or two of courtesy and curiosity.

Most good speakers memorize their opening remarks. This enables them to speak *immediately* with confidence and conviction and to get off to a good start. You cannot do this if you read your opening remarks.

During the speech

It is perfectly acceptable to refer to your notes. Some persons insist on it.

One superintendent says he always refers to his notes when he gives a speech on a technical subject, *even if he is positive of his facts and figures*. He says it lends increased credibility to the statements he makes.

A nontechnical presentation should never be read. Leaning on a crutch creates an impression of lack of assurance and confidence. Outline your speech and put it on three-by-five cards. That's usually all you'll need.

Make sure your notes can be read easily, at a glance. It is important to maintain eye contact with individuals at the speaker table, in the third row and at the rear of the room. Underlining the key sentences or key portions of the outline will remind you to emphasize them. Emphasis is accomplished by changing the pitch or speed of your voice, or by using gestures.

Another tip: You can "plant" certain phrases and sentences in your speech to encourage automatic vocal inflection and gestures. For example, if the presentation can be summarized into significant points one, two and three, say so as you reach each point—then pause and hold up your fingers.

Audio-visuals are widely used to vary a presentation. But if you are going to use such devices, make sure that preparations have been made. Has a screen been set up? Do you have extension cords handy? Did you test the equipment before you started talking? A little foresight can spare you lots of embarrassment—and keep from spoiling the mood you worked to establish.

Make sure that the visual presentations blend in well with your remarks. Avoid that annoying break between your introduction of a chart and its actual showing.

Too many speakers try to be funny with a joke told for the sake of a laugh. A story should be used only to illustrate a point. Then, even if a laugh doesn't follow, no harm is done—your point is still driven home.

There's no harm in using frequent examples and illustrations, as long as they are appropriate and they are related to the audience. For example, if you are speaking to teachers, tell that "very pertinent idea I overheard in the teachers' lounge." Anecdotes, quotations and similes will make the speech livelier. You can get these through casual reading, and a stockpile of interesting tidbits can help you adapt outlines of speeches for different audiences.

Concluding statements

Make sure you leave your audience with the impression of having learned something, then crystallize that knowledge in your final sentence. If you are giving an inspirational speech, finish with a meaningful phrase that will encourage applause.

And above all, don't drag out your conclusion interminably. Once you have said all you have to say, stop! **End**

HOW ABOUT YOUR VOICE?

■ No matter how well you have prepared your speech, and how wonderful are your remarks, it will all go for naught if your voice doesn't command the attention of the audience.

Your voice is supported by air. If throat and larynx ("voice box") muscles are tense, the passing air will cause your voice to be thin, uncertain and difficult to hear. This also causes vocal fatigue.

An exercise to help you control your voice consists of sitting erect and pushing out your abdomen as if you were trying to burst your belt. Pull down on your diaphragm. Inhale slowly and deeply. Now, exhale slowly and steadily through your mouth. Simultaneously, begin counting at a slow, steady rate. Stop just before your breath is gone.

Repeat this a few times daily until you become familiar with diaphragmatic breathing. You will find that you can count a little higher each day. The object is to control your breathing so that the words come out smoothly and evenly without strain.

Here's another exercise to relax muscles:

Sit erect and let your head drop forward. Let your jaw hang open. Shake your head from side to side until your jaw flops. This is how your muscles feel when they are completely relaxed. Now, straighten up and yawn. This is how your throat muscles should feel when you are speaking.

With relaxed vocal cords, you should be able to speak more clearly for a longer period.

Most speech difficulties are the result of a lazy mouth—some people don't move their lips enough. Take care to enunciate distinctly and your speech habits will improve.

Other hints for vocal clarity: Vary your speaking speed to avoid monotony and emphasize important ideas. Change your pitch slightly to match the meaning of your words. Never attempt to speak against loud background noises; shouting will only damage your voice. If you experience persistent hoarseness, don't speak or even try exercises unless you have consulted a physician. (Hoarseness is an early symptom of many diseases.)

How to make a FILM LIBRARY work

One practical way to help your teachers is to give them a convenient, easy-to-use film library. Here are some tips for getting one started and making it do the job.

By ROBERT REISSMANN
Principal
Newbridge Road School
North Bellmore, N.Y.

■ ■ ■ A school district without a central film library is probably depriving its teachers of a very valuable—and relatively inexpensive—teaching tool.

True, films can be rented from many commercial and noncommercial sources, but rentals are neither as convenient nor as useful as a film library right in your own backyard. The arrangement solves a lot of problems:

1. A teacher doesn't have to spend hours looking through catalogs to find the film she wants.

2. If the film is ordered by mail, weeks or even months may pass before it is delivered. Worse, sometimes the film isn't even available, but the teacher has no way of knowing this when she orders.

3. Suppose several teachers in the same school would like to use that same film. How is its availability made known?

4. The film is shown, but it breaks. Who fixes it? Will other teachers have time to show it before it has to be returned to the rental agency?

These are just a few of the troubles our teachers had before we established a film library to serve our six elementary schools. Economical to institute, it costs almost nothing to maintain. Yet, it has almost all the films our teachers need, they are all available on short notice, and the listings are all in one catalog. As a result, there has been noticeable improvement in lesson planning and coordinated use of audio-visual materials.

How to set up a library

Our library is established in the most centrally located of our elementary schools. The reasons: ease of distribution and teachers' convenience. One small room is devoted to the library (in which, incidentally, all our other audio-visual materials are also maintained). The room has ample work space for teachers, a corner for film splicing and other minor repairs, a previewing screen and projector, and a small area in which records are kept.

Though it may seem crowded, there is enough room here for our audio-visual director, Robert Haule, to hold small audio-visual seminars. He does this periodically to emphasize the library's convenience and point out its usefulness.

When the library was first set up, our concern was to make its resources known. To do this, Mr. Haule appointed several volunteer teachers in each of the schools as audio-visual coordinators. He brought them into the library for training—how to operate a projector and how to request a film, for example. Then the volunteer coordinators went back to their respective schools and taught the other teachers the same things. Now, new teachers are given this information at their orientation meetings, and in-service training classes are held on the subject from time to time. The films we purchased were expensive and we are simply making sure our investment pays off.

For reference, the audio-visual director and his coordinators prepared a catalog and a general audio-visual guide which lists other library materials and tips on how to care for and use them. All the teachers have copies.

How the library works

No film library can possibly function well unless it is easy to use. Ours is the essence of simplicity.

To order a film, a teacher just fills in a mimeographed request form with her name, school and room number, indicating the day she wants it. This form goes to Haule, who is responsible for the library's operation. Every morning he looks through his requests and puts the desired films on the district's station wagon for delivery. They go out with the daily mail.

After a film has been shown, the teacher fills out another mimeographed form noting its condition. Does it need repair? Is the sound "scratchy"? Should the film be replaced? This note is attached to the top of the can, and when the film is returned to the library, Haule takes appropriate action. However, because all our teachers

Teacher selects film from school library for previewing before showing in class.

With training and supervision, she learns how to operate projector and care for film.

Ordering additional films for library, teachers examine catalogs of suppliers.

know how to take care of their audio-visuals, there has been little damage.

The original request forms are kept on file in the library. By making a tally, Haule can determine when extra copies of frequently used films are needed. He can also sort out those which are used infrequently or not at all. These are replaced with films having more appeal.

We limit the films to classroom showings *only*. They are neither loaned out to community groups nor used at assembly programs. We want them available *every day in class*, where they can be accompanied by instruction. We didn't establish the library for entertainment purposes, but as a practical instructional device.

The library is built around a basic "starter set," a group of 48 black-and-white films covering all the subjects taught in the elementary grades. Films in the set are designed for several grade levels and, in some cases, for covering two or more related subjects. The whole set can be rented or purchased from Coronet Instructional Films. We rented ours for one year to see how practical the library would be, then bought the set, using the rental fee as a down payment.

In addition, we equipped our library with a metal storage cabinet, a rewinder, a records system for keeping tabs on the films, a set of teaching guides to their use, and some simple splicing and repairing equipment. These things were purchased from Coronet in a "package" with the starter set. The only recurring expense has been for small items like splicing cement.

We operated with the 48 basic films for about two years, then gradually began adding others. Before a film is purchased it is previewed and evaluated by groups of teachers. Often, similar films produced by different companies are compared, and the final selection is based on the teachers' recommendations. In this way we make sure that our new acquisitions will be fully utilized. **End**

How to test your next superintendent

Hiring a superintendent? Confident of your choice? Here's how one board employed many resources—including written examinations—to make sure it chose the right man.

AN SM INTERVIEW WITH DR. ROBERT IMMEL

President, Board of Education
Massillon, Ohio

nó mad n. *One of a race or tribe that has no fixed location, but wanders from place to place.*

■ ■ ■ Superintendents are nomads; 33% were not in their present positions four years ago.

Every time a superintendent leaves a job, his school board must perform its most important function—one for which it is least qualified—hiring a new superintendent.

As a group, boards of education will readily admit that they lack confidence when hiring a superintendent. Boards will, and do, ask for help from educational consultants, universities, and even their outgoing superintendents. "You're admitting a major deficiency," says one Illinois board member, "but it's the only sensible thing to do. None of us are experts in the field of education, and we need help from the professionals."

Is there a "best way" to hire a superintendent? Can set procedures be established to simplify the process? The answer to both questions must be "no." Hiring a superintendent is a highly subjective matter, and every district has its own idea of the kind of man it wants. For example, one district may want to hire a superintendent with a strong academic background. In another case, strong qualities of leadership and cooperation may be the most important factors. Other districts may be looking basically for strength in management, athletics, business or what-have-you.

Last October, at a seminar conducted by the School Management Institute,* the president of the school board in Massillon, Ohio, told how his district employed an unusual technique to insure confidence in its choice for the superintendency.

First, consultants were retained. They helped the board draw up a list of desirable characteristics

**The School Management Institute (SMI) is a nonprofit organization directed by the Ohio Association of School Administrators and the Ohio School Boards Association. Through small-group seminars it provides practicing school managers with intensive in-service training. Discussions and instruction are held on such subjects as improving personnel relations, bettering communications, and minimizing board-administration conflicts. For more information on SMI, write to Lewis E. Harris, President, 3752 North High St., Columbus 14, Ohio.*

for job applicants. Preliminary screening was conducted against these criteria. Then, a written examination was required of all remaining candidates. The examination consisted of three hypothetical school management problems. Each of the candidates was asked to take the exam in writing so his answers could be analyzed. Only those who passed this exam were asked to come to Massillon for formal interviews. The final selection was made from this group.

When Dr. Robert Immel, president of the Massillon board, explained this procedure at the seminar, he stimulated his audience beyond expectation. That audience was made up mostly of newly hired superintendents, none of whom had to pass an examination for their jobs, and few of whom wanted to take one.

Following his speech, Dr. Immel was interviewed by a SCHOOL MANAGEMENT editor. Dr. Immel first explained what his district was looking for in a superintendent. Those criteria are listed here. Then he explained the examination (next page). Beginning below are excerpts from the tape-recorded interview. The entire selection procedure is discussed, together with Dr. Immel's comments on *why* his board tested candidates for the superintendency.

WHAT IS A good SUPERINTENDENT?

■ *Before Massillon's board of education went looking for a superintendent, it drew up a list of desirable characteristics which each candidate ought to have. These criteria, designed specifically to fit Massillon's needs, guided the board throughout the selection process—even in the final interviews.*

1. He must place educational leadership above managerial responsibility.

2. He must have demonstrated skill in dealing fairly with staff and employees.

3. He must delegate authority wisely.

4. He must be aware of trends in education and recommend ideas to the board.

5. He must develop a strong curriculum and strong extracurricular program without allowing one to interfere with the other.

6. He must have skill in offering sound professional advice to the board.

7. He must have skill in developing and operating budgets.

8. He must accept constructive criticism and suggestions.

9. He must be a good public relations man, and be skilled in enlisting the support of the entire community.

10. He must be a forceful speaker, have a pleasing personality and be interested in civic welfare.

11. He must have the ability to work with people from all walks of life.

12. He must have at least two years of graduate, professional preparation in school administration. A doctorate is preferred.

13. He must have been a superintendent of a school system of at least 125 teachers for at least five years, or assistant superintendent in a larger system.

14. He must be married. Preferred age between 35 and 50 years.

15. He must be in good health and must submit to a physical examination at board expense.

Q Dr. Immel, if a candidate for superintendent met your list of desirable characteristics, why did you insist upon a written examination?

A. Our school board is composed of laymen. Consequently, no matter how carefully a board screens and interviews candidates for the superintendency, it will not find out exactly how a person will manage the school district. Moreover, when a problem comes up after the new superintendent has been hired, you have no way of knowing how he'll handle the situation. You cannot afford to gamble and hope your new man will come up with the right solution. You have to know how he thinks before you commit yourself.

Q. But you had credentials and references of every candidate to guide you. How bad a choice could you make?

A. That's not the point. We also had other things to guide us, including three educational consultants: Dr. John Ramseyer, of Ohio State University; Dr. Roger Shaw, of Kent State University; and Dr. Robert Brittell of the University of Pittsburgh. Without all of these things—the basic qualifications for the job, the educational consultants, and the exam—it would have been rather difficult to pick the man who was "right" for the job.

Q. Did your consultants know who was "right" for you?

text continued on page 57

HOW WOULD YOU SCORE ON THIS EXAMINATION?

■ Here's the examination given to all candidates for the Massillon superintendency who passed a preliminary screening based on the board's 15 criteria. The applicants were asked to react to three problem situations, typing their answers on plain white paper and confining themselves to two pages for each problem. The candidates did not sign their names; they were assigned numbers as a means of identification.

PROBLEM SITUATION A

A staff member in one of the departments of the high school was found to be markedly deviating in practice from the policy agreed upon for the operation of his department. The department head attempted to persuade the teacher to abide by accepted policy, but after little success reported to the high school principal the failure of the staff member to conform. In due course, the superintendent was also informed. Joint conferences (including the staff member involved, the department head, the principal, and the superintendent) were held. However, after more than a year in which evidence indicates that the staff member still violated policy accepted by the other members of his department, thereby creating problems for the entire high school, the matter is brought to the attention of the board of education.

1. *Under what conditions does this become a matter for school board action?*

2. *What is the responsibility of the superintendent of schools (with the aid of his staff officer on personnel, if you wish) in solving this problem?*

3. *Give in sequence the steps you would take to meet your responsibility as superintendent.*

PROBLEM SITUATION B

The general salary situation in the school is admittedly somewhat below the average of schools of our size and communities of approximately equal wealth. As a means of expressing their disapproval of the salary situation, the faculty decided to refuse to participate as sponsors of extracurricular activities without extra pay. Hence, the cafeteria was left without teacher supervision; sponsorship of class plays, debate, the school paper and like activities was refused. Teachers met classes during school hours, then went home.

1. *Would it ever be reasonable for teachers to behave in this manner? If so, when and under what conditions?*

2. *Were you the superintendent in this school system, what steps would you have taken to avoid this situation?*

3. *Now that it has occurred, in spite of steps taken to avoid it, what would you do?*

PROBLEM SITUATION C

As the superintendent of schools, you are interested in obtaining the best education program that the community can afford. However, you are convinced that the people of the community are not supporting schools financially to the level of their ability. You have given yourself a period of three years in which to educate the public to their financial responsibility.

1. *What steps would you take in carrying out your program?*

2. *List several key individuals or groups whose assistance you would see as necessary to your cause. Indicate their roles.*

3. *What media of communication would you employ and how?*

A. No. Fortunately, we had about 18 months in which to pick our man. The outgoing superintendent realized we were an inexperienced board and he wanted to give us ample time to choose his successor. So, the first six of those 18 months were spent with the consultants studying Massillon's schools, pinpointing weak spots, and developing the desirable characteristics which we hoped would improve those weaknesses. You can't look for something unless you know what you are looking for.

Q How did you develop the desirable characteristics of a Massillon superintendent?

A. The consultants advised each board member to individually make up a list of things that he thought could be improved in our schools. For example, we knew our teacher morale was low; therefore, we had to look for a man who could make an improvement. Also, in the past 21 years, nine of 18 operating levies had been defeated, so we had to have a person who was strong in public relations. Another thing. Our athletic program has distracted public interest away from academic achievement, and we wanted a superintendent who would be able to re-emphasize the importance of academics.

Q. Why were your qualifications specific as to things like age and education?

A. We felt strongly that if any one person in the community should be an intellectual giant, this should be the superintendent of schools. His age and health were qualifications because our community requires a lot of a superintendent and he must be on the job.

Q. How about his experience?

A. We wanted a man who had already been a superintendent for about five years, preferably in a system a little smaller than ours. You see, we did not want to hire a man who would spend the rest of his days in Massillon. We preferred a person who was on the way up, a real "comer," a person so good that he would just use us as a steppingstone to greater things.

Q. Was this on the advice of your consultants?

A. No. This was the board's feeling.

Q. Wouldn't this create some resentment in the community?

A. I don't think so. Our former superintendent had been here for 25 years, and during that time he had to say "no" to an awful lot of people. There was an accumulation of bad feeling in some quarters and we didn't want to have this again. We had grim proof that people weren't supporting our schools. Frankly, we needed a superintendent who could say "no" without regretting it. If the new superintendent used Massillon only as a "stopping-off" point, this would be one way to avoid long-term resentment.

Q A talent for public relations was obviously important to you. Were you looking for a good social "mixer"?

A. That depends on what you mean by "mixer." We wanted a man who could get along well with all kinds of people, who would be at ease in any crowd, and who would know how to communicate with, and understand, folks from all walks of life.

Q. Was religion a factor in hiring your superintendent?

A. Never, even though we have a large Catholic population. Religion and public education do not mix.

Q. What was your next step after developing your qualifications for the job?

A. One of the consultants helped us to crystallize our qualifications into a working formula. We then sent these desirable characteristics to nine universities, together with a brief history of our school district, and a notification that we would have an opening for the superintendency. The universities were asked to screen candidates and send us the credentials of those whom they thought we'd be interested in. People throughout Ohio heard of our opening and they sent in credentials, too. So in all, we had about 30 candidates.

Q. Did you ever consider the possibility of promoting someone to superintendent from within your own school system?

A. Yes, but no one in our district

"We tested our candidates because we couldn't afford to gamble on the man we finally chose."

met the criteria we had established.

Q How did you narrow down the field?

A. First, each of the board members examined each set of credentials. We used a very basic point system for grading each factor—age, experience, etc. We pooled the grades and found that there were 15 candidates who were really strong. The others were sent brief letters explaining our procedures and notifying them that they just didn't meet our criteria.

Q. Those 15 persons who were under serious consideration—were all of them given the examination?

A. Yes. Our consultants helped us draw up three hypothetical problem situations. The intent was to give the board some idea of each candidate's thinking on typical problems. The candidates were given a time limit in which to respond. They were also restricted in the length of their answers.

Q. Isn't this a rather shocking way for a candidate to find out he's still under consideration?

A. We didn't see it that way. We couldn't afford to gamble and hire a man who *might* work out. We felt that if a candidate reacted properly—in the opinion of the board and the consultants—to the problems we posed, this would be justification for interviewing him later.

Q. Suppose a candidate felt that you were being unfair? After all, how much did any of them know about Massillon and its schools?

A. We anticipated this. As we sent out the examinations, we also forwarded a package of information about our schools: data about operating levies, our bond issues, a history of the town, the school board's policies, samples of school publications, the tax rates for the county and community, the superintendent's annual report, copies of the budget, minutes of board meetings, etc. Any candidate who didn't read this would probably have had a tough time responding to those problems on the exam.

Q. Weren't you expecting a lot of a man who might not even take the job?

A. We didn't get any unfavorable reaction. Everyone responded promptly and in full. Perhaps some superintendent would object, but look at it from his other point of view. A man certainly wants to know a little about the job he hopes to get.

Q How much weight did these examination results carry in the final analysis?

A. We used the exams only to pick those candidates whom we wanted to interview. Each candidate's answers to the problems were duplicated, and every board member had a chance to study them at home. Then the consultants looked at the exam results. We had a joint meeting and selected eight of the prospects to come to Massillon for interviews. We avoided charges of favoritism in selecting these eight because their responses to the exams were keyed by numbers. The identity of each candidate was not made known until after his answers had been reviewed at the joint meeting.

Q. Did you have any defined procedure for evaluating the responses?

A. Only our original list of criteria. The consultants and board members knew them so thoroughly, we were able to create a mental image of the candidates as we read their solutions to the problems.

Q. How much of your 18 months' time did you have left at this point?

A. It took us about nine months to get this far. The interviewing was the next step. We sent a letter to each of the eight remaining candidates, setting up a date for the interview. With the interview letter, we enclosed a thumbnail sketch and picture of each of the board members and top administrative staff. We had gotten to know so much about the candidates, we thought it only fair that they know something about us. We told them little things, like who among us was a fisherman, and who a golfer. This eased the anxiety of the candidates when they arrived. The candidates recognized us, and we them, and right away we had something to talk about—socially—other than schools.

Q. Is this really important?

A. Why shouldn't we become friends before we get down to business? The candidates were asked to arrive in Massillon the afternoon before the day of the interview. It gave us a chance to break the ice and get acquainted. We paid for their hotel rooms and requested that they be fresh for the following day, which would be an active one.

Q. An interview lasted all day?

A. In a sense, yes. In the morning, our superintendent escorted the candidate around to all our schools. He met the business manager and had the opportunity to ask financial questions. He met the administrative staff, principals and teachers. At noon he had lunch with a citizens' committee. This was a handpicked group composed of a minister, representatives from the Chamber of Commerce, a labor leader, a civic club leader, an industrial representative, a former board member and a public relations person who used to be with the school system. He met these persons informally.

Q How much did these people know about hiring a qualified superintendent?

A. They were never led to believe they were hiring anyone. But, since this was the first superintendent we had hired in 25 years, and since there was a lot of community interest, we tried to capitalize on it by getting some representative reaction to the candidates. We wanted to know what impression each candidate made on the taxpayers of Massillon as a person—not as an educator. Each member of the committee wrote a short report to the board on the candidates he had met—what he thought of them as neighbors, for example. Until the luncheon date, the citizens knew nothing about the background of the prospects,

not even their names in some cases. This helped the board decide how effective the candidates were in talking to strangers.

Q. How did the candidates react to this treatment?

A. Very well. They enjoyed it because it also gave them a chance to inquire about matters other than schools, such as living conditions, from the people who knew the answers.

Q. When did the formal interviewing begin?

A. The candidate had dinner with us, and the interviewing began right after that. This was a closed discussion—not even the consultants were included. Each board member had a grading sheet, modeled somewhat after our original list of criteria. We made notes as we inquired as to things the candidate had done in his present position. In some cases we probed his answers to the examination problems. There was nothing distinctive or different about these interviews. After they were over, we had a final session, reviewed our impressions and our notes, and picked the next superintendent. We were confident he was the man we needed. He was hired in ample time to "break in" with the retiring superintendent.

Q. How did you check the references of the candidates? Did you visit their districts?

A. No. None of us had any time for this. We did make many telephone calls, to both superintendents and board members, which I feel served the same purpose. There was also some correspondence.

Q. *Did your principals, teachers and administrative staff have anything to say about your choice for superintendent?*

A. Yes, we did ask their candid opinions, but in no sense were these opinions decisive. They were just helpful.

Q. How about the incumbent superintendent? Did he make a recommendation?

A. He was prepared to do so if we had asked, but the board felt that it was not his position to make any recommendation. We did ask him to explain our procedures and policies to the candidates.

Q. What was the role of the consultants in the final selection?

A. They were not involved. The decision was entirely that of the school board. We felt that any criticism of the new superintendent, good or bad, should be the responsibility of the board. There would be no point in having a scapegoat to take the blame if things didn't work out.

Q. You haven't mentioned salaries. Wasn't this a factor throughout the entire selection process?

A. The school board never took a stand on salary, other than setting a top limit. Our attitude was not: "This is how much we have to spend; what can we get for it?", but "This is what we want; how much is it going to cost us to get it?" In other words, we wanted to locate a man who we felt could do the job we needed done. Then, we would give him a salary that would bring him to Massillon. **End**

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[Scottish Proverb]

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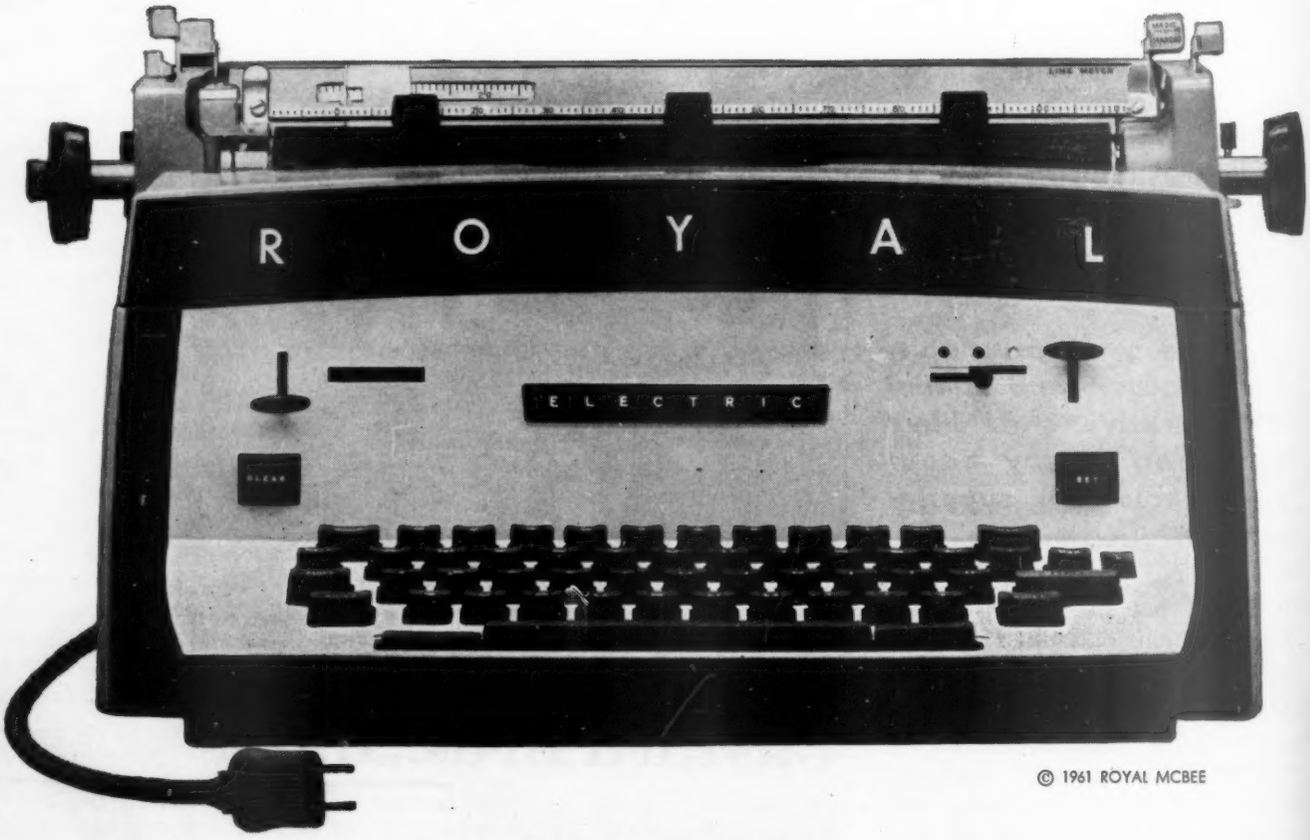

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Are your elementary grades properly organized?

In North Reading, Mass., the intermediate grades are organized by departments and all teachers are subject specialists. Achievement tests and teacher enthusiasm show positive results. Here's how this program works.

■ ■ ■ By the time a child enters the fourth, fifth, and sixth grades, he is ready to learn material and ask questions that are far beyond the knowledge of the ordinary general teacher.

The teacher who cannot explain the action of rockets, the principles of skin diving or the splitting of the atom cannot properly teach science to the average fourth grader.

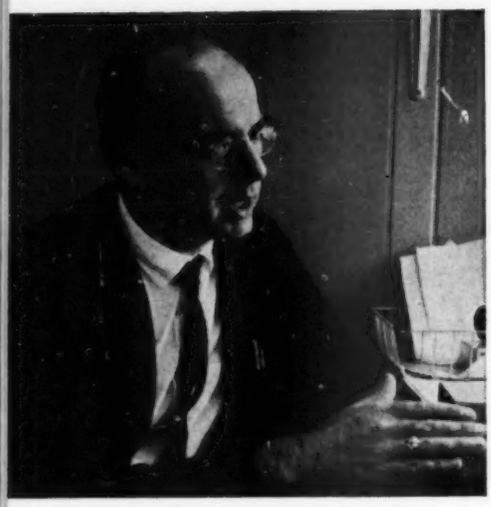
The student is ready for—and he needs—a specialist.

This need can be demonstrated most dramatically in the field of science, but it is just as true in every subject.

This has been the concept which has led schoolmen in North Reading, Mass., to departmentalize their intermediate grades. The technique is not unlike what you would find in most secondary schools. Under the department plan, each teacher specializes in only one or two subjects. Classes of children shift from room to room, while the teachers remain stationary.

During the 1960-61 school year, a trial of the departmental organization in two schools showed results so encouraging that this year, all four of North Reading's elementary schools are organized in this manner. According to Gregory C. Coffin, formerly superintendent in North Reading and now in Darien, Conn., the method has one tremendous advantage from which many other benefits accrue. As he puts it, "There used to be a time when

"Today's students need specialized instruction in intermediate grades. Self-contained classes aren't good enough."



"The departmentalized teacher isn't a jack of all trades. She masters one subject and teaches it well."

pupils in elementary science pressed leaves between sheets of waxed paper. They don't do that any more. They watch Cape Canaveral on television, and they want to know why rockets have to be so big, and what makes them go. In a departmentalized setup, with each teacher a subject specialist, the science teacher knows the answer when such questions are posed. In fact, since she is teaching four or five science classes daily, she not only knows the answers; she is prepared to lecture on the subject.

"Teachers who are subject specialists are encouraged to concentrate on self-training in that subject, too," he says. "They do a more thorough job of instruction. They have the interest and knowledge to lead the children more deeply into a subject. In other words, the specialist is not a jack of all trades. She is a master of one.

"Since any administrator will tell you that he has teachers who are crackerjacks in one or two subject areas," says Coffin, "why not utilize their talents? Some teachers love science, for example. They spend their spare time reading all about science. They're experts. So why waste their time and talent by forcing them to teach a subject in which they have no interest?"

North Reading's experiment in departmentalization began in the fall of 1960. Two of the community's four elementary schools were organized for specialist teaching. The other two retained the self-contained classroom type of organization. In the two departmentalized schools, teachers were given the opportunity to instruct in any subject areas they desired, according to personal interest or background and training. The reasons made no difference to the administration. School principals knew many teachers were better in some subject areas than in others.

There were, inevitably, some subjects for which no teachers volunteered to specialize. "But this was not a problem," says Coffin. "Good all-around teachers were asked to teach them, because some persons can teach all subjects equally well. Specialists were arranged, therefore, for every subject except social studies, which we felt any good teacher could handle competently." No teacher, he emphasized, was assigned to a subject against her will. Whenever possible, a person taught one subject of primary interest and one or two others she preferred. The subjects taught by specialists included language, arts, science, reading and arithmetic.

In the meantime, the commu-

THE REACTION

■ **Just before North Reading schools recessed last summer, Superintendent Coffin surveyed students, teachers and parents to get their reactions to departmentalizations of classes. All three groups favored the program by overwhelming margins. Some typical reactions:**

By students

"I like having different teachers for different classes."

"Moving around is better. If a teacher is in a bad mood, you don't have that teacher all day to yell at you."

"School is more interesting."

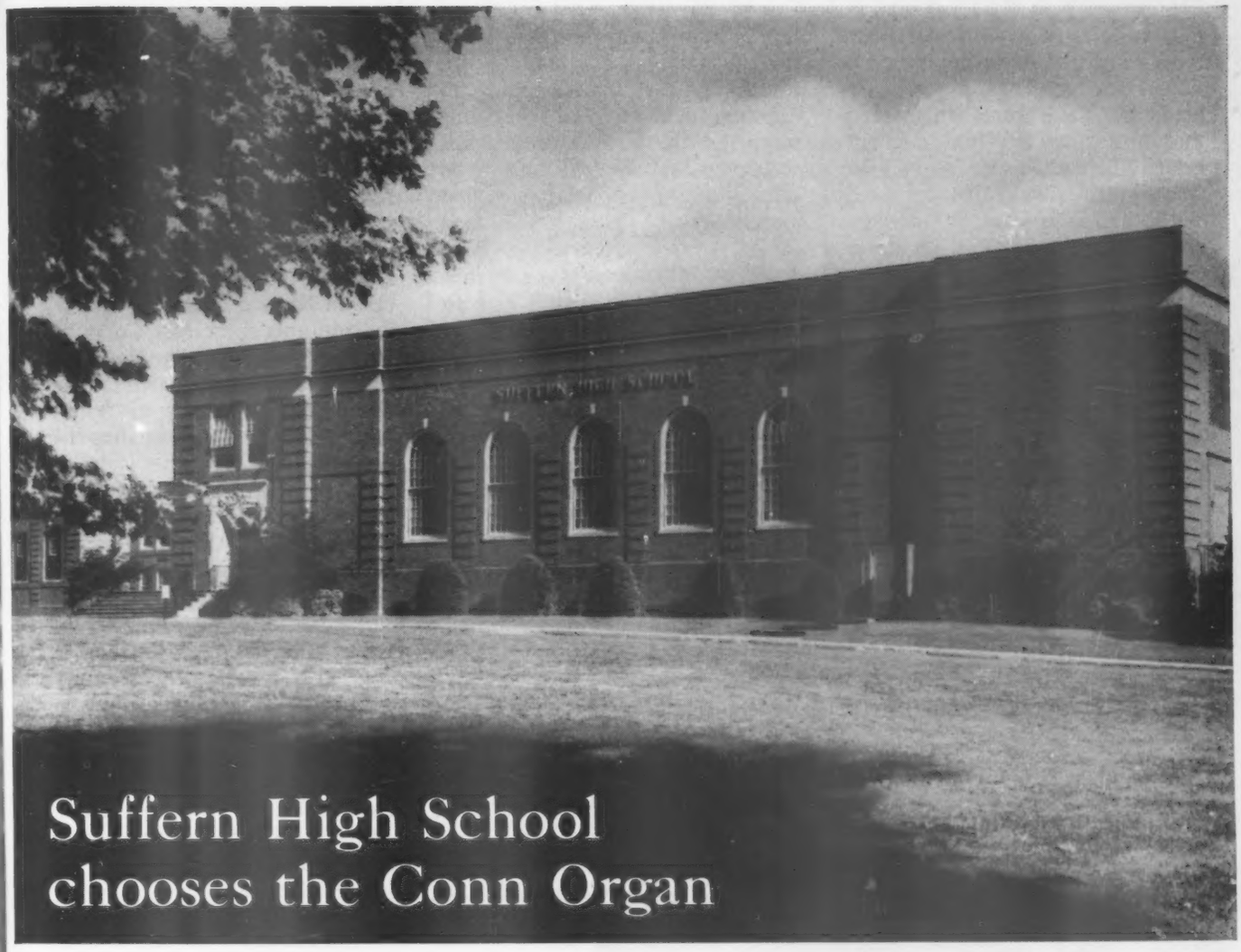
By teachers

"I can be better prepared for my classes, and offer the children more than when trying to be an 'expert' in all subjects."

"The class atmosphere is stimulating. Display boards are more specialized, and it is easier to have good discipline."

By parents

"My child has learned more this year than in any previous year. He has had to meet a challenge in every class, and has had to work harder to keep up. It looks as though he is through coasting and I approve of this."



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nity was alerted to the experiment. According to Coffin, no information about the program was withheld, and the parents understood that if a one-year trial did not bring any significant results, the whole plan would be dropped. With this understanding, parents encouraged the administration.

One major difficulty of departmentalization was encountered almost immediately. "Scheduling the teachers and the classes was a real headache," says Coffin, "because there were several sections of each course in any one grade level. For example, there were several classes of reading for fourth graders, arithmetic for fourth graders, etc. The scheduling problems are like those in most secondary schools, and there is no easy solution. I can only say that the knack of good scheduling comes with experience."

It was determined that the children would move from class to class, and the teachers would remain in their own rooms so they could set up visual aids and displays for specialized instruction. There would be seven 42-minute periods, with two minutes between classes. "Two minutes was plenty of time," says Coffin, "because we scheduled the classes so there would be no long treks between rooms. This was also a help in reducing confusion and noisemaking during the class changes."

Once underway, coordination among teachers and between classes became a critical factor in the program's success. Coffin emphasizes that coordination is the key to making departmentalization work, as well as its Achilles heel. "Every teacher dealing with a particular group of children must constantly be aware of what the children are doing in *all* subjects, not just the one area in which she is teaching. If a child has difficulty in reading, the science teacher must know this. Hence, all the departmentalized program's teachers are required to meet at least once a week on a scheduled basis at which these problems are worked out.

"Another technique we used to coordinate lessons was to make up a schedule for the assignment of homework. Arithmetic teachers assigned their homework on Monday nights, science teachers on Tuesday nights, reading on Wednesday, etc. You can see how this would avoid burdening the children with too much work and too many tests at once."

The daily homework and test schedules were published in the local newspapers at the beginning of the school year. Children also carried the schedules to their parents. Thus, the parents knew what homework to expect of their children on any given night, and the children spent all of their study time on the same subject.

Testing progress

In order to prove that departmentalization of the upper elementary grades was a better way of organization, a series of tests was administered to students at the beginning and end of the experiment. In the beginning, the two schools with self-contained classrooms were designated the "control group;" and the two departmentalized schools, the "experimental group." All the pupils in grades four, five and six of all four schools were given the same

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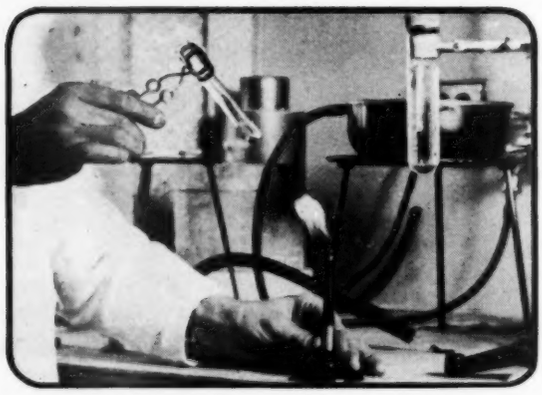

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battery of tests, under similar conditions at the same time. The tests were designed to measure academic achievement and scholastic aptitudes.

Based on these tests, matched pairs of students were designated —one child of each pair was from the control group and one from the experimental group.

At the end of the school year (last June), the children were tested again and results of the matched pairs were evaluated. Any average student is expected to advance one year in achievement in each subject, but in word knowledge, for example, sixth-grade students in North Reading's departmentalized schools advanced two years and two months during the school year. Sixth-grade students in the self-contained classrooms gained one year and one month. This was a net advantage of one year and one month for the departmentalized students. Of course, Coffin admits some of this must be attributed to the effect of taking part in an experimental program.

In spelling, the departmentalized students gained six months more than those in self-contained rooms. In reading, the advantage was nine months. There were similar results for other subjects. Pupils in the experimental group gained, on the average, about seven months more learning than did pupils in the control group. The only course in which there was no significant difference was arithmetic.

The test results also showed that there was little difference between the scores of fourth graders in the departmentalized schools and in the nondepartmentalized schools. "The reason," says Coffin, "was that the fourth graders were too young to adjust to the frequent changes in their environment. They took too long to settle down after moving into another room. Fifth and sixth graders were not affected.

"But even if the net test gain of departmentalization was absolutely zero," says Coffin, "we probably would have continued it. Every single one of our teachers was so enthusiastic about specializing, we knew they had to do a better job." **End**

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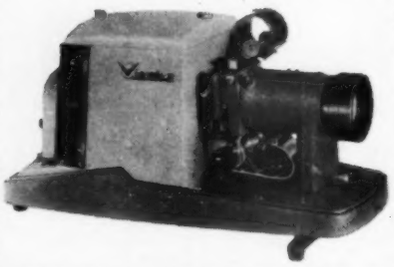

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The complete 1961-62 COST OF EDUCATION INDEX will be published in the January issue of School Management.

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Answer your transportation questions with a map

In Jefferson, N. Y., schoolmen built an inexpensive topographical map to help them plan efficient transportation. It's a spare time, do-it-yourself project for any district. Here's how.

By GORDON J. HAMMOND
Supervising Principal, Jefferson, N.Y.

■ ■ ■ "An easier way" to do things usually winds up involving a great deal of time, effort and money. But we have found "an easier way" to solve some transportation problems for an investment of just $23 and a little spare time.

We prepared a large topographical map, made of cork and plywood, of our entire school district. The device has enabled us to:

1. Tell a new resident, quickly, if his child is eligible for bus service, and where and what time the bus will pick him up.

2. Send substitute buses, in cases of breakdown, to complete a route with a minimum of confusion.

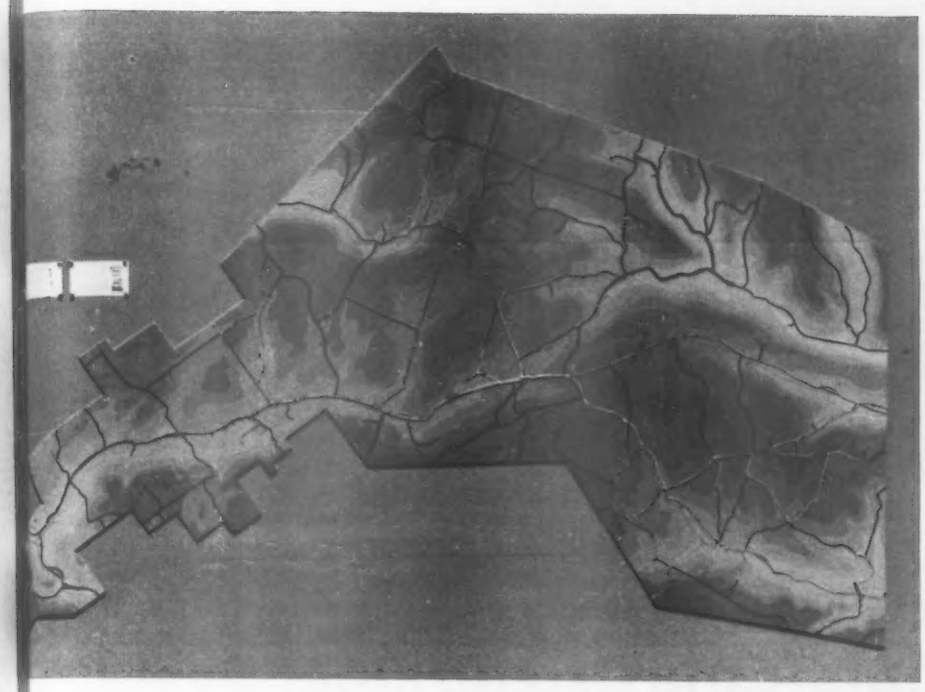
3. Avoid traffic congestion or poor road conditions by relaying information to a driver at his next stop. (We know where the buses are, and by re-routing them, we avoid delay.)

4. Brief substitute drivers quickly on unfamiliar routes when we have civil defense "go home" drills.

Making the map was no trouble at all. We wrote to the U. S. Geological Survey in Washington, D.C., for copies of topographical surveys of the territory in which our district is located. Since the district lies in several quadrangles used by the Geological Survey, we got maps of all of them. We requested that all the surveys be of the same scale. (Any scale from one to three inches per mile would have been satisfactory, since maps of this scale include roads, bridges, even large buildings, all of which helped us plot our own.)

Then we assembled our materials (*see box*) and began construction of our map. We cut out from the geological surveys those areas that were part of our district and matched them up, fastening them with cellophane tape.

Next, we put this "mock-up" on an opaque projector and projected it onto a large piece of white paper. The outline of the district was drawn on the paper, the paper was cut on the outline, and the outlined district was fastened to a sheet of cork with rubber cement. (If our paper mock-up of the district had been too large for the projector, we could have done this operation in sections, projecting only part of it at a time. In that case, we would have marked the projector's position on the floor, for ease of re-positioning.) With a linoleum knife, we cut the



Secured to plywood backboard, this cork map helps solve transportation problems. Various colors of yarn, pins, inks and paints indicate bus routes and stops, topographical features and school buildings. Index cards key the map.

DO IT YOURSELF

■ Here's a list of items used by Jefferson schoolmen to build their topographical map:

TOOLS:

Sharp linoleum knife
Small tack hammer
Several camel's hair paintbrushes
Marking pens with fine nibs
Opaque projector

MATERIALS:

One sheet of cork, about 36 inches by 60 inches
Sheet of white paper, same size
Pint of gray enamel paint
Half-pints of several shades of green paint
Quart of shellac and turpentine thinner
Soft lead pencils, chalk
Different colors of bright wool yarn with stickpins to match
Different color inks for marking pens
Adhesives, both temporary (rubber cement) and permanent
Piece of plywood about 48 inches by 72 inches

cork around the paper outline, then removed the paper. When cutting the cork, we made sure it was on a flat surface so it would not tear.

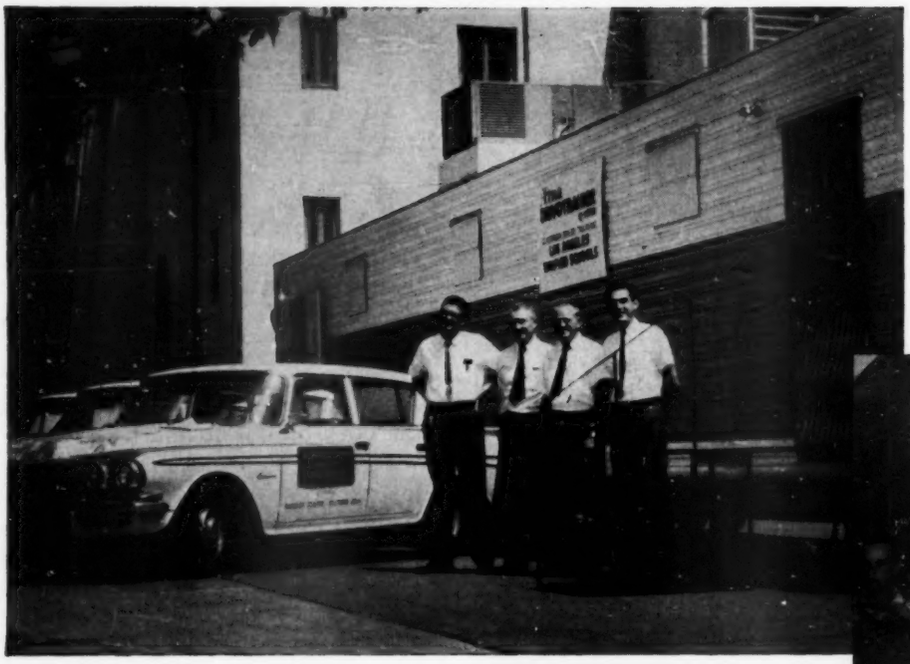
Then we sanded and painted (gray) a plywood backboard. After the paint dried, we fastened the cork outline to the backboard with a permanent adhesive, taking care to make sure that the borders were approximately equal.

When the cork was firmly secured, we stood the backboard up and projected the original paper survey mock-up on the cork. Using a soft lead pencil, we traced the projected geological contours on the cork cutout. Then we painted the contour areas. Starting with the lowest contour, each one was painted a progressively darker shade of green. Once again we projected the paper mock-up on the cork, and this time traced in roads, rivers, bridges, etc. with chalk. We went over the tracings with marking pens to make them permanent. The chalk did not affect the ink flow of the pens. Different colors were used for each physical property being traced. For example, blue was used to designate rivers and streams.

When everything had been drawn, we coated the entire map with white shellac reduced with 60% alcohol.

The various bus routes on the map were put on with pieces of brightly colored yarn, secured with rubber cement. Stickpins of the same colors as the routes were used to indicate bus stops. Finally, the entire map was mounted on a wall, and index cards were used to key the bus routes and stops to the drivers and buses.

The map cost us $23, the most expensive items being the plywood and sheet cork. Substitute materials could bring the cost down to about $15. Most of the tools and materials were available in our schools. The little effort and expense involved have been repaid many times over through time saved in bad weather, emergencies and new-pupil orientation alone. **End**



Eleven teaching units, each consisting of a mobile 12-place Drivotrainer classroom, three dual-control cars and four teachers will rotate among 43 high schools in the Los Angeles school district.

Twelve student drivers can be trained simultaneously in this mobile Drivotrainer classroom. As each student "drives" through a prescribed series of realistic films, a record of his driving performance is automatically printed for the teacher's analysis.

Fact-finding study convinces Board of Education . . .

Los Angeles adopts Ætna Drivotrainer System

Mobile Drivotrainer Classrooms cut cost per student 74%; increase enrollment 46%

Just a year ago the entire driver training program of the Los Angeles School District was in jeopardy.

Faced with a fast-growing student population, public resistance to mounting educational expenses and a shortage of teachers, the Los Angeles Board of Education considered abandoning what has long been the nation's leading driver training program, producing last year 12,000 well-trained, safety-conscious young drivers.

Thanks largely to the Ætna Drivotrainer system, the board not only decided to continue driver training, but to expand it by nearly 50%, while simultaneously reducing per-pupil costs.

The school board reached this decision after reviewing the results of a thorough study by the school district's Division of Instructional Services. The findings of this study included:

- A survey of students, parents, taxpayers and educators which indicated that they believed driver training should remain in the high school curriculum.

- That Drivotrainer instruction combined with a reduced amount of on-the-road training would be as effective as the current program of on-the-road training.

- Data which showed that use of the Ætna Drivotrainer system would *increase* the number of students trained annually from 11,900 to 17,420, while *reducing* the cost from $58 to $41 per student. The net cost to the school district, because of a $35 per student state reimbursement provision, would be lowered from $23 to only $6 for each youngster trained. All of this could be accomplished with 21 fewer teachers and 36 fewer cars. Since this report, new state reimbursement legislation has reduced this cost even further.

Impressed with this opportunity to kill *three* birds with a single stone — reduction of per pupil costs, involvement of more students, and the opportunity to conduct the program with fewer teachers — the Board voted to obtain eleven mobile classrooms and place the Drivotrainer program in effect as soon as possible.

Recognizing that the facts of this case history will interest other school systems, we have arranged with the Los Angeles School Board for permission to reproduce the report cited above. If you would like a copy, please write to

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LANGUAGE LABS: Will your teachers use them?

Merely installing labs may give your district "status," but it won't improve instruction unless your teachers want—and know how—to use them. Here's a practical approach to this problem.

■ ■ ■ Although there is no questioning the potential value of a language lab, its installation will not guarantee better instruction.

This bitter lesson has been learned by schools all over the nation. Labs are being installed at a furious pace (in better than 20% of all new secondary schools), yet relatively few districts have taken the time to find out if teachers want them. Even fewer districts train teachers in how to use a lab. The facts seem to support Dr. Harold Gores of Educational Facilities Laboratories, Inc., when he says, "The language laboratory is the new status symbol . . . If you haven't got one, you're just not fighting the Russians."

The key to a successful language lab operation is in its acceptance and use by the faculty. In the hands of a well prepared and enthusiastic teacher, this equipment can be a valuable tool. Without her support, it is useless.

How can you make sure your teachers will use a language lab? In Montgomery County, Md., schoolmen carefully explored all information available on language laboratories—and three teachers experimented with them. This aroused faculty curiosity at first; later there was enthusiasm. Then teachers were trained in the operation of a lab. Finally, only a few of those teachers who *actually requested labs* were given them. So successful was this plan that today there are 45 labs in operation; another 35 are planned over the next two years.

To get the details on how Montgomery County teachers are trained to use their labs, and how the administration originally won faculty enthusiasm, a SCHOOL MANAGEMENT editor interviewed Mrs. Genevieve S. Blew and Mr. Lester J. Welch of the district administrative staff. Mrs. Blew is the supervisor of foreign language instruction, and also state supervisor of modern foreign languages. She has just been appointed chairman of the board of directors of the NEA's Department of Foreign Languages. Mr. Welch is the district's director of school facilities. In this capacity he is responsible for the purchase, installation and maintenance of all equipment, including language labs.

Here are their tape-recorded answers to questioning:

Q. Isn't it time schools stopped "preparing teachers" and "smoothing their way"? Why not just give a teacher a language lab, say it's good and tell her to use it?

BLEW: Because if a teacher isn't given some indoctrination, her lack of knowledge could upset the curriculum program. A lab is only as good as the operator. The teacher must *want* to use the lab and must *know how* to use it. An administrator who forces a teacher into a language lab is creating more problems than he'll ever be able to solve.

WELCH: A teacher has to understand that a language lab will relieve her of a lot of drudgery. This is half the administration's battle. The other half is training—showing her how to teach with, and operate, the lab.

Q. How do you train teachers?

WELCH: Every summer, for four weeks before school opens, many of our language teachers participate in a workshop. It's indoctrination for the new teachers and "refresher training" for the experienced ones. The teachers are paid about $200 during this period.

Q. What do they learn?

BLEW: How to teach a class with a language lab. The workshop is conducted at one of our high school labs. The training classes, about three hours in length, are held daily. Each teacher takes turns at the console instructing the rest of the class just as she would a group of students. In this way, she familiarizes herself with the equipment and the techniques. She learns the proper procedure for making lesson plans, how to make minor repairs and adjustments to the equipment. The experienced teachers supervise and

"If a teacher isn't given some indoctrination, her lack of knowledge could upset the whole program."

BLEW

create new materials—master tapes, study guides, etc.

WELCH: We expect them, particularly the new ones, to make mistakes. When an inexperienced teacher breaks a tape, she is shown how to splice it. If only half the class hears her on the sound system, she learns how to diagnose her error and correct it.

Q. Do you have any special training equipment for the workshop?

WELCH: None, other than a regular classroom installation. But can you imagine what would happen if we didn't have the workshop? Last summer we had about 50 teachers participating. If they didn't have this experience under supervision, and assuming they *did* use the equipment in their own classrooms, it would have taken them months to get acquainted with it and learn how to get results. This way, we know they will use the labs properly.

Q. In the workshop, all your language teachers are taught how to plan lessons according to a standard procedure. Doesn't this discourage experimentation? Wouldn't a young teacher's ingenuity be stifled?

BLEW: We know how we want things taught. This is imparted to the new teachers. When you adopt a particular method of teaching, like language laboratories, the techniques become rather arbitrary because you won't get results unless you do certain things in a certain way. The lesson has to be plotted just so. You have to give a particular kind of test. This is all outlined to a new teacher before she is hired. She learns how to do it during the workshop.

Q. Then a teacher has no opportunity to improvise in class?

BLEW: Not exactly. During the workshop she learns to vary her presentations within limits. She has lesson plans to use as a guide, and most of the materials, such as master tapes, are prepared in advance and used many times over. But without variety, language could become a dull subject—both to teach and to learn. We encourage some variety. For example, we recommend that a teacher use the lab equipment for about 20 minutes of a class period. This will vary from class to class however, depending on the lesson, whether or not a test is scheduled, or if a text is being used.

WELCH: In the same way that standardized teaching techniques make the teaching job more effective, so does the standardization of equipment. It also makes *training* the teacher quicker and easier. Insofar as possible, the equipment in all our installations is similar in design and operation. That's so a language teacher can move from one lab to another without encountering something unfamiliar.

Q. Do you train teachers to maintain their own equipment?

WELCH: Bear in mind that a language lab is fairly complex, and no teacher can be expected to know the difference between a transistor and a transmitter. She isn't a mechanic. We have three electricians who visit our labs regularly and keep the equipment in good working order. In the workshop, every teacher is taught how to make minor adjustments and repairs, like splicing tapes, cleaning recording heads and tightening screws. Our maintenance staff has also taught school principals some simple laboratory maintenance tips. This is off the subject, incidentally, but I think it's important: We have found that we should allow for about 10% of our equipment being out of service for repairs or maintenance at any one time. We try to keep spare headsets and tape recorders on hand so that no student goes begging.

Q. In the beginning, what did you do to make sure your teachers would accept the principle of teaching by machine? How did you introduce language labs in Montgomery County?

WELCH: Our first move was to bring in a ranking acoustical engineer to see if we could convert some of our present classrooms to labs, and to show us how to plan labs in our new secondary schools. We weren't sure that we could use the existing classrooms. When the engineers told us it could be done,

Mrs. Blew and the other language supervisors decided what they wanted to do with the children instructionally. Meanwhile, we uncovered some startling facts. We found that, ideally, language labs should be about 17% larger than ordinary classrooms. We discovered that we couldn't use certain types of carpeting on the floor of a language lab because static electricity is created and students get shocked on the equipment. I say this only to point out that we familiarized ourselves with all the facts of labs before the idea was presented to the teachers and before we went to the board for funds.

BLEW: It wasn't long before the teachers became curious about what we were doing. Somehow, three of them acquired $300 and permission to equip their classrooms with some rudimentary equipment. For that money they took anything they could get their hands on. It was pretty awful. Old earphones, cranky machines, masking tape, adhesive tape, cellophane tape. But the three teachers made their labs work, and after one year's run, they could show some significant results despite all the handicaps. The enthusiasm that those three teachers generated, and which we at the administrative level picked up, gradually seeped through to all the other language teachers. We never forced the issue. Our teachers seemed to realize that they were getting in on the ground floor of a radical new development in education. They began to ask for equipment in their rooms. We had far more requests for equipment than we could afford.

Q. Was this enthusiasm enough for you to commit funds for language labs?

WELCH: Very nearly. Of course, we had to do such things as give demonstrations to doubting teachers. Mrs. Blew even gave a demonstration to the school board.

Q. How did you approach teachers who have been teaching a language in their own fashion for 15 or 20 years and want nothing to do with machines?

BLEW: One thing I wouldn't do is unsettle such a teacher to the point where she is personally distraught. You just have to be patient. Let her teach in her own way, if it's effective, and hope that her curiosity will get the best of her. We haven't encountered this problem in Montgomery County because all our language teachers accepted the audio-lingual principle before the equipment was installed.

Q. When a new language teacher is hired now, do you look for any special abilities? For example, someone who is mechanically inclined?

WELCH: No. We've hired some teachers who are virtually allergic to machinery, yet they are excellent lab operators. They learn in the workshop.

Q. Suppose a prospective teacher refuses to work in a language lab?

BLEW: No good young teacher would take that attitude. On the contrary, we find that teachers right out of college are rather enthusiastic about the labs. Most of them have been exposed to the idea in their college training.

Q. Has the installation of language labs in Montgomery County reduced the number of language teachers?

BLEW: No. We need more because the labs have stimulated students' interest in languages. We have 45 labs now. In two years that number will almost be doubled. So will the need for teachers.

Q. You feel that the labs will not replace teachers?

BLEW: Of course not. If I had to choose between the finest equipment and the best teacher, I'd have no alternative. Give me the teacher. The lab is just a tool. In the old days, if a child made one struggling response during a language class, this was supposed to be oral "living" language. Today's equipment enables him to repeat, and repeat and repeat, getting the practice he really needs. Our only goal here is to give the child maximum practice under the supervision of an enthusiastic teacher. With the help of the machines, we're doing it. **End**

"Similar equipment in all laboratories makes training the teachers easier, faster and more effective."

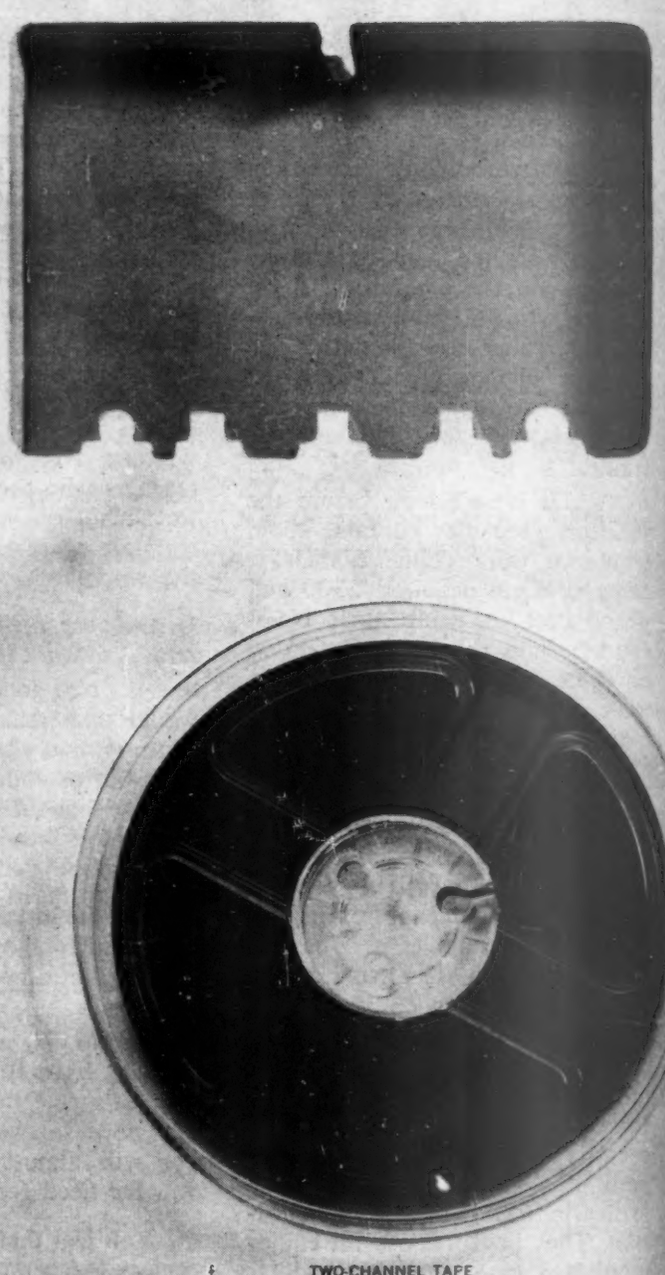
WELCH

choose the Language Laboratory System that best fits your needs

Only TRW Magneticon offers a choice of five different language laboratory systems—direct or remote...tape, cartridge or disc. It is one of the big reasons there are more Magneticon language laboratories in use today than any other.

Each of these is a complete system capable of the highest quality Programmed Instruction through electronics.

Your local TRW Magneticon representative will be happy to analyze *your* school's needs and recommend which system fits best. Just off the press! New TRW Magneticon "100" brochure. Write for your copy today. For additional details or catalog sheets on any TRW instructional equipment, write: Educational Electronics Division, Thompson Ramo Wooldridge Inc., 6325 Huntley Road, Columbus 24, Ohio.



TWO-CHANNEL TAPE

For fifteen years...

Magneticon and the language laboratory grew up together. Ten years before there was a National Defense Education Act, Magneticon language laboratory equipment was being installed in this country and overseas; many of these installations are still serving students and teachers today.

All three language systems . . . the two-channel

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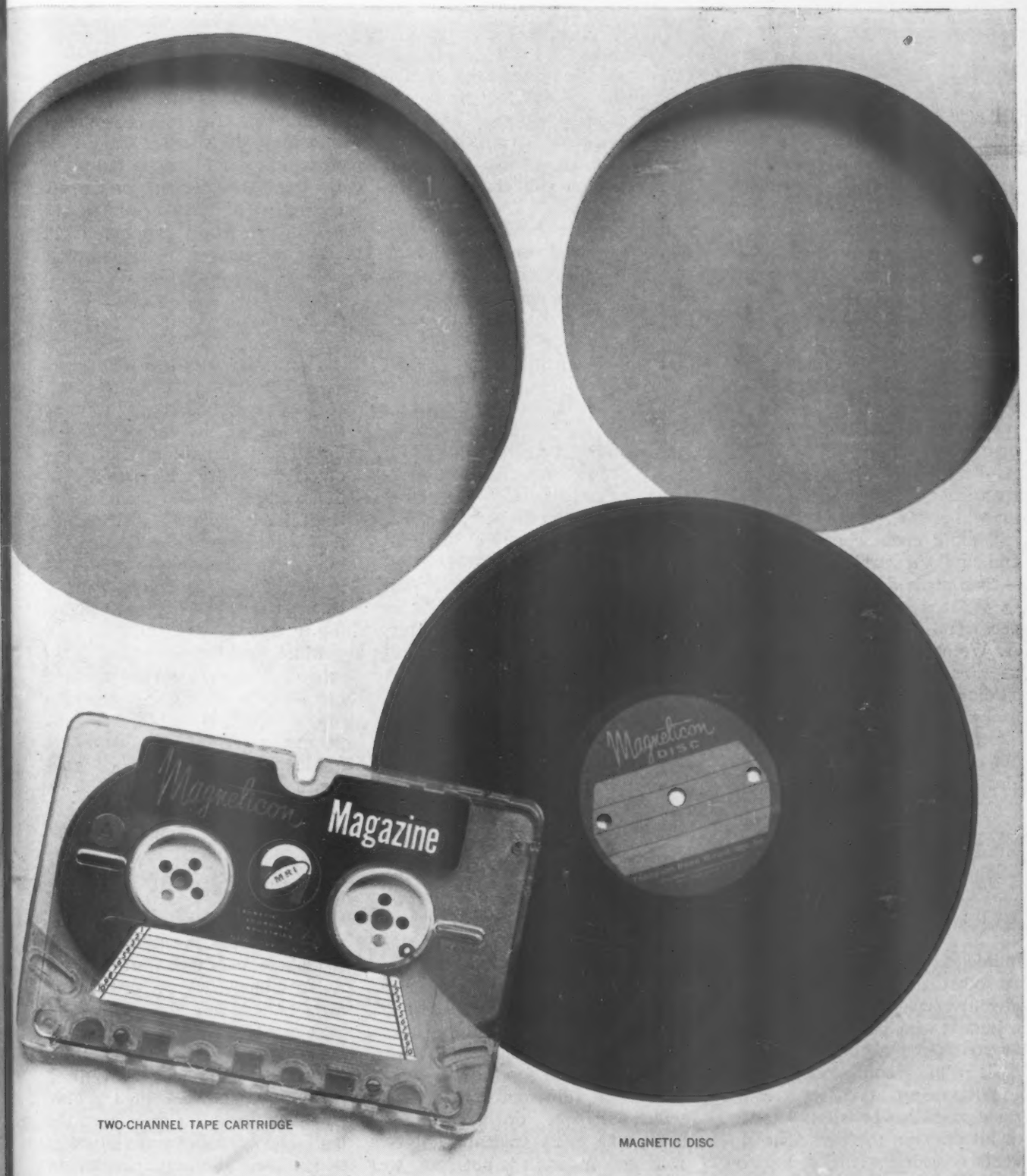

TWO-CHANNEL TAPE CARTRIDGE

MAGNETIC DISC

tape recorder, the magnetic disc, and the two-channel tape cartridge . . . were first introduced by Magneticon to the language teaching field.

As far back as 1949, Magneticon pioneered the concept of Programmed Instruction to the educational field by developing the first two-channel tape recorder for language teaching. Shortly thereafter, the self-tracking magnetic disc was introduced, a system so simple to operate that it requires no instructions.

And now, the all-new TRW Magneticon two-channel tape cartridge completely eliminates tape threading, breakage, and spillage.

Because TRW Magneticon offers *all* types of language laboratory systems, you may choose a custom designed system to fit your teaching needs.

(Circle number 736 for more information)

College

continued from page 49

take an idea and express it clearly and emphatically in a very brief space. We feel that it is extremely important for all students to be able to express themselves clearly. Anyone who is unable to do this is entering Vanderbilt with a handicap.

Q. The other factor to which you give great weight is the recommendation received from a student's principal or guidance counselor. Why does this loom so important in your decision to accept or reject a candidate?

A. We feel that the principal and the guidance counselor should know more about the student—and more about colleges in general and Vanderbilt in particular—than anybody else.

Q. What information do you expect to receive from the principal?

A. We ask each principal to give us a confidential statement regarding the applicant's character, background, ability, and any other information that will be helpful to our committee on admissions. We also expect the principal to state that he officially recommends the student for admission to Vanderbilt. Because of the principal's position we give his opinion great weight. Very often a principal will say that this is a very good student but he could not do the work required at this particular institution. At other times, a principal will give a very strong endorsement to a student who, perhaps, would not be considered a good bet on the basis of his record alone.

What we are asking for from the principal is that he tell us whether, in his opinion, the particular student, considering his ability, his background and his preparation, could do a satisfactory job at this particular institution.

Q. How does it affect a candidate's chances if his principal does not give you as much information as you want?

A. It affects him adversely. Many principals write a recommendation in a sort of language that says nothing. We try to put as much data as we can on our IBM equipment here, and looking through some of the principals' recommendations, I find that we have a letter but it doesn't say anything. The principal's letter is very important in this whole process. I don't think I can emphasize this point too much. I know that many principals are busy. And sometimes they send out letters that are simply forms that go out to all colleges for all students. That kind of letter doesn't help us very much. And if it doesn't help us, it hurts the student.

Q. How important is the form of the letter? That is, do you evaluate the principal at the same time that you evaluate the student?

A. We're not in business to evaluate principals. On the other hand, if a letter is badly written, if it contains incorrect English, that is a reflection on the education of the principal himself. And if the principal of the school does not appear to be of high caliber, those of us on the admissions committee obviously must wonder about the quality of his school.

Q. You want the principal to tell you whether a student can do the work required at Vanderbilt. How does the principal know what your standards are so that he can make this evaluation?

A. In the first place, we send bulletins to all of the schools from which our students come. In this bulletin we give a pretty good idea of what we expect of our students. Now admittedly, the principal does not have the time to familiarize himself with the catalogs of all the colleges. But over a period of years, he should get a pretty good feel for the work expected at different schools to which students do apply. We know that every student who enrolls at Vanderbilt is not going to matriculate here. Some of them are going to fall by the wayside, even though they had the recommendation of their principal. But principals should try to evaluate their students as carefully as possible. If we receive three or four students from the same school—all highly recommended by the principal—and they all fail to do good work, this is going to be a reflection on the school from which they came and on the judgment of the principal who recommended them. It is certainly going to hurt the chances of students who may try to enter Vanderbilt from that school in the future.

Q. Then you depend on the effectiveness of your own catalog to help high schools find out about you—and on the effectiveness of the high school's graduates to find out about the high school?

A. That's only partially true. We also do a lot of visiting to high schools, particularly those in this area. This has a twofold purpose. It gives us an opportunity to meet the principal, the counselors, the director of curriculum, and other officials who may be involved in the academic development of the students. It gives us a chance to tell them about Vanderbilt and the kind of students we are interested in accepting. And it gives them a chance to tell us what they are doing in their schools.

More and more I find high schools sending out material—brochures and fliers—explaining the different kinds of programs they are carrying out. They tell us about their experimentation, about their staff, about their students and their community. This kind of written material is extremely valuable and it becomes even more valuable when we are able to combine it with personal observation.

Q. Would it help to have representatives from the different high schools come to visit you?

A. Absolutely. As a matter of fact, I think this is an important area in which the colleges and the high schools have been careless. We should arrange special times for visitations from high school personnel. And, for their part, the high schools should make an effort to get their guidance people out to the colleges, to see what is being taught, to see what is being required, to see what the opportunities are. The high school itself is often the key to whether or not a student is accepted. If the counselor—or the principal—knows the kind of student for whom we are looking, he can help us to get the right man. At the same time, they can avoid sending us people who will not do a good job of representing their school. **End**

Paul G. Blazer High School, Ashland, Kentucky. Architect: Joseph Baker & Associates.

Ultra-modern Ashland, Kentucky high school installs Crane plumbing for longer life, easier maintenance.

To make the grade in today's schools, plumbing equipment must have durability, dependability, specialized design. And Crane is tops in all three. That's why the new Paul G. Blazer High School is furnished throughout with 419 Crane fixtures and fittings—including lavatories, drinking fountains, water closets, service sinks and urinals.

Crane school fixtures have been developed in cooperation with school authorities, architects, engineers. They're specifically made to end problems, not create them. Vandal-proof fittings. Self-closing faucets. Off-the-floor water closets for easier cleaning. Recessed drinking fountains that save space — eliminate danger of protruding fixtures. They're all available when you order from Crane . . . where every fixture is made with precision beyond ordinary standards.

For complete information on Crane's complete line of plumbing, heating and air conditioning equipment for schools see your architect or contractor. Or write Crane Co., Box 780, Johnstown, Pennsylvania.

AT THE
HEART
OF HOME AND
INDUSTRY

CRANE

. VALVES AND PIPING
ELECTRONIC CONTROLS
PLUMBING
HEATING • AIR CONDITIONING

(Circle number 710 for more information)

Now this is not something that is going to get into the schools immediately. It's going to take some time. We're just getting started on it now and we feel that it might take three years before we have this project near completion.

When we complete the English study, a school district can accept or reject the results. We're of the opinion that, given a little time, school districts generally will recognize the value of such projects. They will accept that which satisfies them and reject the rest.

Can you name any other "large areas" in which the Office of Education expects to take an active role during your administration?

■ The use of new educational media is one. We have already started on that under the National Defense Education Act. Another area in which we have great concern is the quality of teaching. We hope to influence this in a variety of ways. We hope to encourage a better identification and recruitment of highly qualified people for the teaching profession. And we hope to contribute to the improvement of the education of teachers. Now this does not affect school districts directly at this moment since they must hire the people who are available. We will be working largely with the teacher education institutions. But the effect will certainly be felt eventually in the local districts.

We face some very large problems in the matter of international education. The Office of Education is, at the present time, undertaking to determine what it should do in this field. I can't give you any details because we're not at that stage yet. But this is a twofold proposition. One has to do with the problem of our providing educational resources for use abroad in the underdeveloped areas. On the other hand, and perhaps of greater immediate importance to the local districts, we are concerned with improving the American curriculum in matters having to do with international affairs. But again, we are not trying to establish a mandatory national curriculum. We are looking for ways in which we can suggest improvements.

Dr. McMurrin, the Office of Education puts out a great number of publications, but many of them have been criticized on two counts: they're outdated and they're poorly written. Can anything be done to correct these flaws?

■ The Office of Education has been attempting to get funds to modernize statistical gathering techniques through the use of data processing equipment. So far, we have not been successful in getting the funds. We have recently reviewed the problems we encounter in the gathering and publishing of statistics and we have devised some recommendations for achieving greater efficiency. Even in the absence of adequate processing facilities, we feel that we can cut down the serious time lag between the gathering and publishing of these statistics.

As to improving the quality of the Office of Education publications, I would say that some of the Office publications are very good and some of them are less than good. The Office recognizes this. We have just completed a plan for an advisory committee on publications which will help to determine what will and what will not be published. This committee will be made up of members of the Office of Education together with people from outside the Office who are skilled in the area of publications.

End

LOOK MAGAZINE PHOTO

NEW! SIMONIZ LOCK & KEY*

PERMACRYLIC* FLOOR FINISH

CUTS MAINTENANCE COSTS IN HALF!

1 LOCK IT ON...FINISH LASTS AS LONG AS YOU WANT

2 UNLOCK IT...IT ZIPS OFF 4 TIMES FASTER

SCRUB IT *all* you want, because regular floor cleaners will remove only the dirt . . . not the finish. Simoniz Lock & Key keeps on shining—never needs buffing.

RECOAT IT whenever you want *without stripping.* It will not yellow, discolor or powder. Shine gets even better—protection lasts longer—with every coat.

LONGER-LASTING . . . provides protection and beauty longer than any product ever could before. Most durable, most easy-to-maintain floor finish ever formulated.

EASY TO REMOVE. Zips off in minutes with special Simoniz Lock & Key Remover when you want to strip it. Just mop the floor—no scrubbing machine needed—comes off 4 times faster than old-fashioned stripping methods.

*Trademarks of Simoniz Company

Great new chemical discovery cuts floor maintenance time and costs.

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CALL YOUR SIMONIZ DISTRIBUTOR, OR USE COUPON:

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Yes, I want to cut my floor maintenance time and costs. Without obligating me, give me the name of your nearest distributor and:

- ☐ Have him see me
- ☐ Arrange a demonstration of Simoniz Lock & Key
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Name_____ Title_____

Firm Name_____

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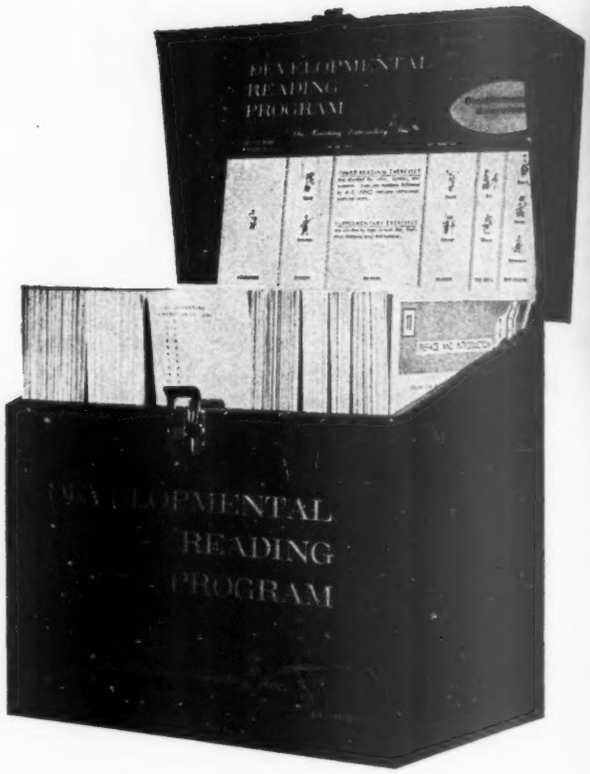
City_____ State_____

(Circle number 745 for more information)

HERE IS A **DR*** PROGRAM WITH PROVEN BENEFITS FOR YOUR SCHOOL



***DR:** *Developmental Reading, a course in advanced and study skills for all non-remedial students.*

COMPLETE. It includes all materials, tests, manuals, and training aids required for best and most thorough Developmental Reading Program available today. No need to conduct expensive, time-consuming search for tests of each of the several kinds of materials contained in this program.

INTEGRATED: Every part of this program is carefully designed to fit the whole. Every step leads directly to the next, and reinforces the last.

THE PRODUCT OF LONG EXPERIENCE AND RESEARCH. America's best known firm of reading specialists has built this outstanding program. You can be sure of classroom success.

SPECIALLY DESIGNED FOR THE SECONDARY SCHOOL. Materials are drawn from texts used in thousands of secondary schools throughout the country. This program is flexible enough to meet the needs of the brightest college preparatory student as well as those of the below average student. Not a watered-down college program or a beefed-up elementary program, it is a course in advanced reading skills for all junior and senior high school students.

INEXPENSIVE. The costs of this program, per student, will usually be under those of the least expensive texts. Yet, by improving reading skills, it will increase the use-value of every text in your schools.

EASILY ADMINISTERED. Your teachers will actually use this program, and will like to use it. No extra time or special knowledge required. No need to hire hard-to-find, hard-to-keep, costly specialists.

*All educators are invited to write for **DR** "Facts and Figures":*

The Reading Laboratory, Inc.
500 Fifth Avenue New York 36, N.Y.

(Circle number 729 for more information)

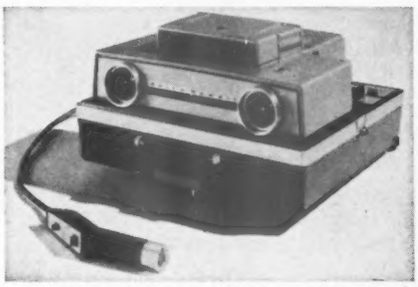
The School Manager's MARKET PLACE

In this special section of SCHOOL MANAGEMENT, the editors bring you a compendium of new products, literature, services and teaching aids available from manufacturers and other suppliers to the schools.

Product information

Motion for slide films

The "lap-dissolve" effect of motion pictures is now obtainable with a new Bell & Howell slide projector. By changing the position of certain elements in consecutive slides (similar to the frames in an animated cartoon), the effect of motion is given. One slide dissolves on the screen as another simultaneously overlaps it. The change-over takes 1½ seconds. The projector uses 35mm slides in cardboard, metal, plastic or glass frames.



For more information, circle number 895 on the Reader Service Card.

Tests hearing

A new device for testing hearing, produced by Universal Electronic Laboratories Corp., determines each pupil's hearing pattern fully and accurately with an eight-minute test. The student listens over earphones to tones covering a wide range of frequencies, and he raises his hand when he can no longer hear the tone. This audiometer can be used for classroom tests by a teacher or school nurse.

For more information, circle number 840 on the Reader Service Card.

Repair worn stair treads

Aluminum safety treads recently developed by Wooster Products Inc., are said to be an easy method of repairing worn, slippery stair treads. Worn treads are first leveled off with a plastic compound, then capped with the aluminum treads.

For more information, circle number 903 on the Reader Service Card.

Self-powered exit light

A wet battery emergency exit light is available from Electric Cord Co.

The unit contains a six-volt, 22-amp-hour battery with automatic self-recharger. The light normally operates

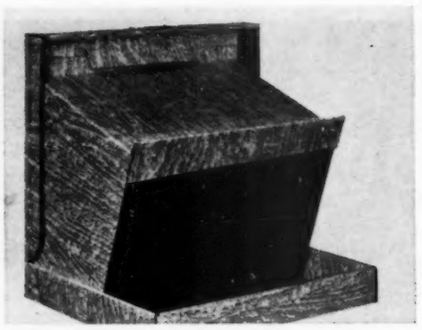
on 115 volt AC house current, but for a power failure, the battery circuit is automatically activated. Emergency burning period is up to six hours of continuous use.

For more information, circle number 877 on the Reader Service Card.

Portable lectern

This featherweight lectern converts from a portable carrying case to a table-top speaker's platform in seconds. The lectern has space underneath for notes and papers, and a wide lip to retain them when in use.

The lectern is made of heavy cardboard finished in silver wood grain. It is 16 inches high.



For more information, circle number 858 on the Reader Service Card.

Seals cracks in pavement

A rubberized liquid sealer for filling cracks in asphalt and concrete pavements is offered by Maintenance, Inc. Packaged in one-quart squeeze bottles, the material is said to prevent water penetration into pavement and subsequent freeze-thaw damage. The sealer is black in color and can be applied through different sized nozzles, depending on the crack to be filled. It is best for cracks less than three-eighths of an inch wide.

For more information, circle number 887 on the Reader Service Card.

New twist in lighting

Said to be the brightest fluorescent light yet developed, a spiral-shaped tube is now being marketed by Duro-Test Corp. The new light is said to create a visual effect similar to that of glare-reducing louvers. The bulb fits all types of fluorescent fixtures.

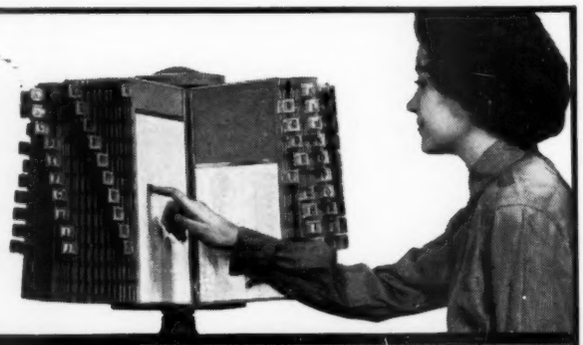
For more information, circle number 884 on the Reader Service Card.

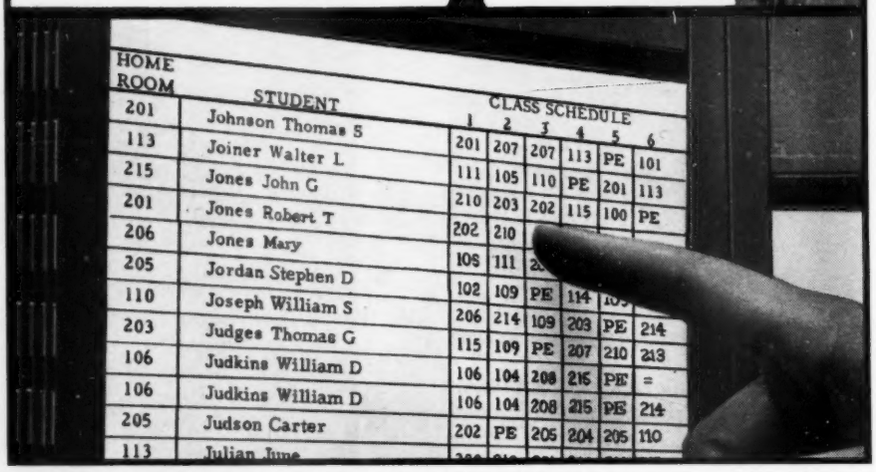
Multipurpose ventilator

Units are now available that will heat, cool or circulate, humidify, dehumidify or purify air in buildings. Produced by Acme Industries, Inc., they will operate on steam or hot water heat systems, and range in output from 600 to 44,000 cubic feet per minute.

For more information, circle number 891 on the Reader Service Card.

HOW TO SPOT JOHNNY AT 10:15

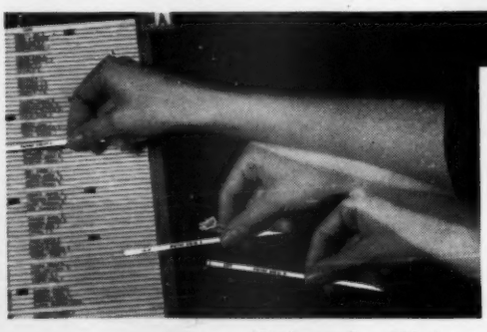




HOME ROOM	STUDENT	CLASS SCHEDULE 1	2	3	4	5	6
201	Johnson Thomas S	201	207	207	113	PE	101
113	Joiner Walter L	111	105	110	PE	201	113
215	Jones John G	210	203	202	115	100	PE
201	Jones Robert T	202	210				
206	Jones Mary	108	111				
205	Jordan Stephen D	102	109	PE	114		
110	Joseph William S	206	214	109	203	PE	214
203	Judges Thomas G	115	109	PE	207	210	213
106	Judkins William D	106	104	208	216	PE	=
106	Judkins William D	106	104	208	215	PE	214
205	Judson Carter	202	PE	205	204	205	110
113	Julian June						

ACME VISIBLE FLEXOLINE INDEX instantly finds any pupil any time...or any pupil facts you need

Whether your enrollment numbers dozens or thousands, Flexoline gives you an instant, visible index to pupils' schedule or record information. And it's a snap to keep Flexoline up to date without retyping a long list. (See photo below.) Just remove old strip. Type new student information on scored Flexoline sheet, separate strips and snap into place. Send coupon today for full, time-saving facts.



ACME VISIBLE

ACME VISIBLE RECORDS, INC.
6312 West Allview Drive, Crozet, Va.
Please give me more information on this and additional time-saving Acme Visible school records systems.
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SCHOOL_____
CITY_____
ZONE_____STATE_____

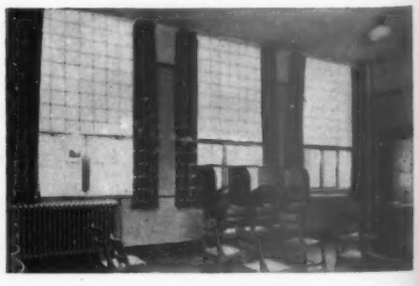
(Circle number 700 for more information)

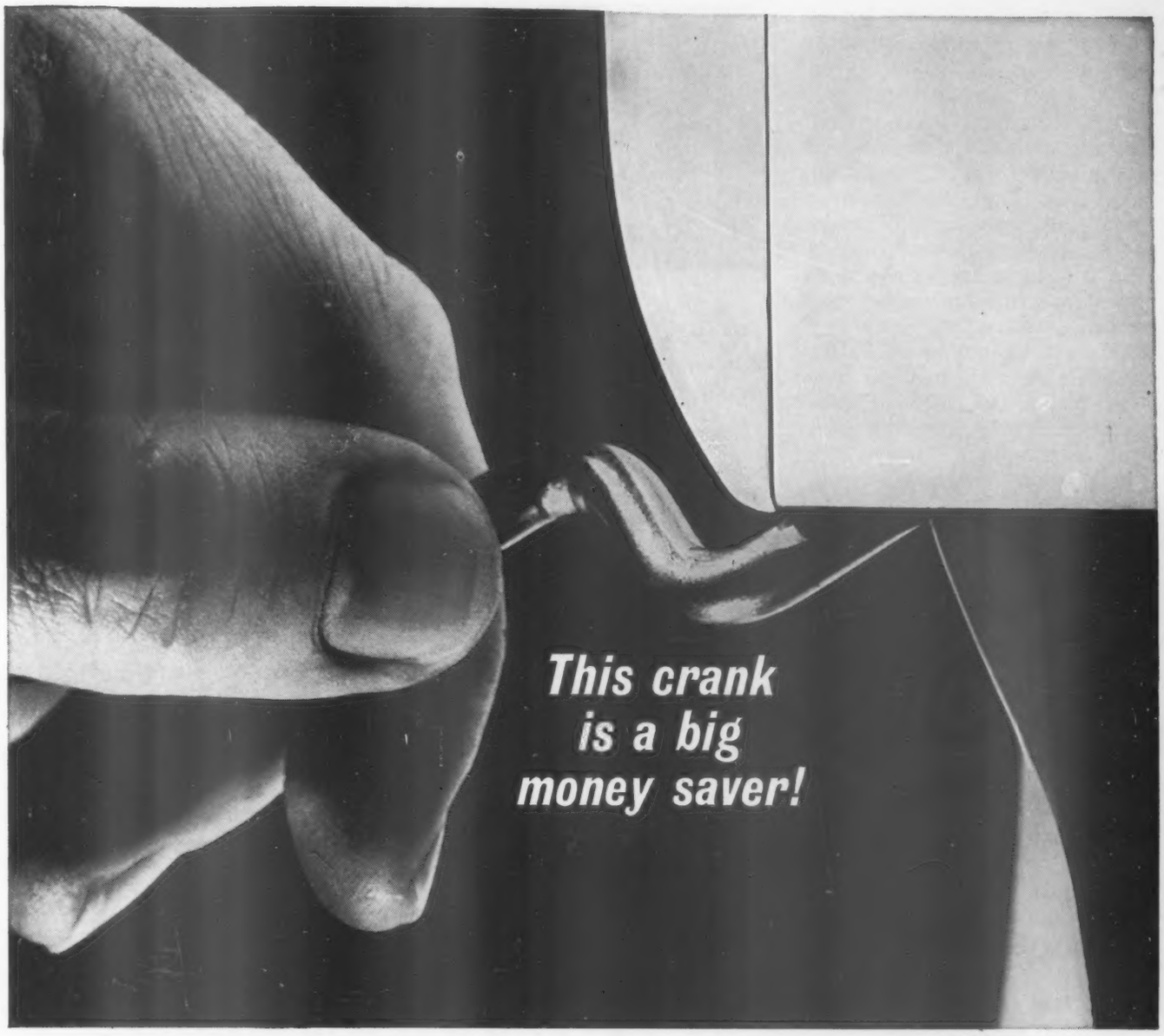
Product applications

Glass window blocks help renovate old school

Glass blocks and ribbon windows have given 33-year-old Holy Trinity High School in Chicago a new look —inside and out.

Produced by Pittsburgh Corning Corp., these good looking block-and-window combinations replaced





Westroll cuts waste by making people "work" to get the paper toweling they actually need!

Actual surveys show that people crank out just enough Westroll paper toweling to do the job.

But when flat towels are available, people will grab a handful—even for little "jobs"! What's more, flat towels often fall out and costly maintenance time is spent sweeping them up, refilling cabinets. Westroll controls waste without limiting use of towels.

One superior-quality Westroll equals four packs of fold towels. Both jam-proof and tamper-proof, Westroll cabinets can be serviced through a West maintenance program. Westroll cabinets are also available in a free-wheeling model.

You can save up to 40% on towel costs by calling your nearest West office. Or write to the address below.

WEST CHEMICAL PRODUCTS INC.

West Chemical Products, Inc., 42-16 West St., Long Island City 1, N. Y. In Canada, 5621-23 Casgrain Avenue, Montreal

(Circle number 744 for more information)

the stark looking panel windows. The old windows, with badly warped and rusted frames, allowed expensive heat loss and water leakage.

Glare-reducing blocks were installed in walls which receive direct rays from the sun. Light-diffusing blocks were used in all shady areas. Every glass block section contains two see-through ribbon windows. Each is three feet high and can be opened for ventilation or emergency escape.

Teachers report that their classrooms are evenly lighted and completely free of dark corners. Shades, which reduce light along with glare, aren't necessary.

Both colored and clear blocks were used to brighten up the cafeteria. The insulating property of these blocks is so satisfactory that six of the 12 cafeteria radiators have been removed.

New lights improve gymnasium lighting

Lighting in a 30-year-old gym was improved 300% by replacing the old 500-watt incandescent lamps

with the same number of 400-watt mercury vapor lamps, manufactured by the Wide-Lite Corp.

At the Maplewood-Richmond Heights High School in St. Louis County, Mo., these lamps also reduced the electric load on the old wiring system by 20%.

Installation of the mercury vapor lights saved the school from having to rewire the building in order to install larger incandescents.

According to the school's business manager, Edward M. Joy, the cost of the improvement was less than one-fourth of the cost of a rewiring job for accommodating the old style lights.

Available literature

(The following advertisements of catalogs and literature have been placed by the manufacturers and suppliers represented. They may be obtained by circling the appropriate number on the Reader Service Card or by writing to the address given.)

Refrigerators **Circle 813**
Cold storage units, built to meet the requirements of schools, are displayed in this folder. Some of the features shown are: welded all-aluminum construction; automatic defrost system; secondary doors on freezers to prevent spillage of cold air and inrush of warm air.
FOSTER REFRIGERATOR CO. (D. Fay)
Hudson, N. Y.

Hide-away tables, benches **Circle 784**
This folder pictures two methods of installation for space saving tables and benches. When not in use, the furniture is folded away into wall pockets. Storage pockets may be built in the wall during construction, or on the wall in existing buildings.
ROL-FOL SALES CO. (H. E. Foster)
8467 Melrose Pl., Los Angeles 46, Calif.

Protective plastic panels **Circle 786**
This circular will particularly interest schoolmen because it tells how to pro-

transpaque

The Transpaque Overhead Projector has 5 major exclusive advantages. Each of these features makes learning more effective.

5 major advances

1: BRIGHTEST OF ALL... allows brilliant reproduction in fully lighted room. 2: LOWEST SILHOUETTE ...you see your entire audience, your audience sees all the screen. 3: AUTOMATIC LAMP CONTROL... light goes on when slide is inserted, goes off when removed. 4: FLAWLESS SCREEN IMAGE... gives clear undistorted picture from corner to corner. 5: NON-GLARE WRITING SURFACE... gives complete eye comfort and safety, even after hours of use.

Write for a Free Demonstration or for the Free Booklet: "5 Major Advances in Overhead Projection"

Projection Optics Co., Inc.
271-41 ELEVENTH AVENUE, EAST ORANGE, NEW JERSEY
In Canada: — Anglophoto, Ltd. 880 Champagneur, Montreal, Quebec

an exciting new film

10 MINUTE SHORT-COURSE IN NEW TEACHING METHOD

A new 10 minute film explains certain critical aspects of today's teaching, offers thoughtful solutions. A new method—using a graphic image that all students see at once—assists teachers in virtually every subject.

There are 5 reasons for the rapid growth of this New Method: 1) the amount of knowledge that must be taught today has greatly increased; 2) the student population has almost doubled in 20 years; 3) there is extreme competition for students' attention; 4) there are not enough teachers; 5) the number of hours in the school year remains the same—1,000 hours.

The 10 minute film is called "1,000 Hours". You may see it free at your own convenience in your school. Simply mail the appointment request below.

PROJECTION OPTICS CO., INC.
271-41 Eleventh Ave., East Orange, New Jersey

I would like to see the 10 minute film "1,000 Hours". My most convenient day is_____, time_____

Name_____
School_____
School Address_____
City_____ Zone___ State_____

(Circle number 713 for more information)

tect school desks, table tops, etc. with a covering of *Fiberesin* plastic panels. The panels completely resist all enemies of furniture, including students' gouging, nicking, trenching and doodling. And they are made of solid, not laminated, plastic.
FIBERESIN PLASTICS CO. (R. W. Healy)
Oconomowoc, Wisc.

No-sag ceiling tiles **Circle 787**
The features of acoustical ceiling tiles made of felted mineral wool are summarized in this brochure. The material makes the tiles more sag-resistant and stronger. Various surface patterns are pictured, and charts provide sound-absorption and other data.
NATIONAL GYPSUM CO. (Ted Crouch)
Buffalo 2, N. Y.

Aluminum windows **Circle 788**
Twenty-four pages of detailed drawings of aluminum windows and hardware are in this catalog. Suitable for all types of building requirements, a wide range of window styles and sizes are featured. Informative and valuable as a reference for design planning.
VALLEY METAL PRODUCTS CO. (R. V. Geis)
Plainwell, Mich.

Speed cafeteria service **Circle 815**
A full line of dispenser units that simplify and speed cafeteria service is described in two well-illustrated brochures. Shown are both portable and in-counter models for trays, food and dinnerware, with complete specifications for each model.
AMERICAN MACHINE & FOUNDRY CO.
(A. Reiss)
261 Madison Ave., New York 16.

Planning a new school? **Circle 789**
Here are specifications of an elementary school showing extensive use of such features as a corrugated stone roof with translucent plastic skylight, *Thermo-Bord* panel partitions, pipe insulation and foundation waterproofing.
THE PHILIP CAREY MFG. CO. (J. Thomas)
Lockland, Cincinnati 15, Ohio

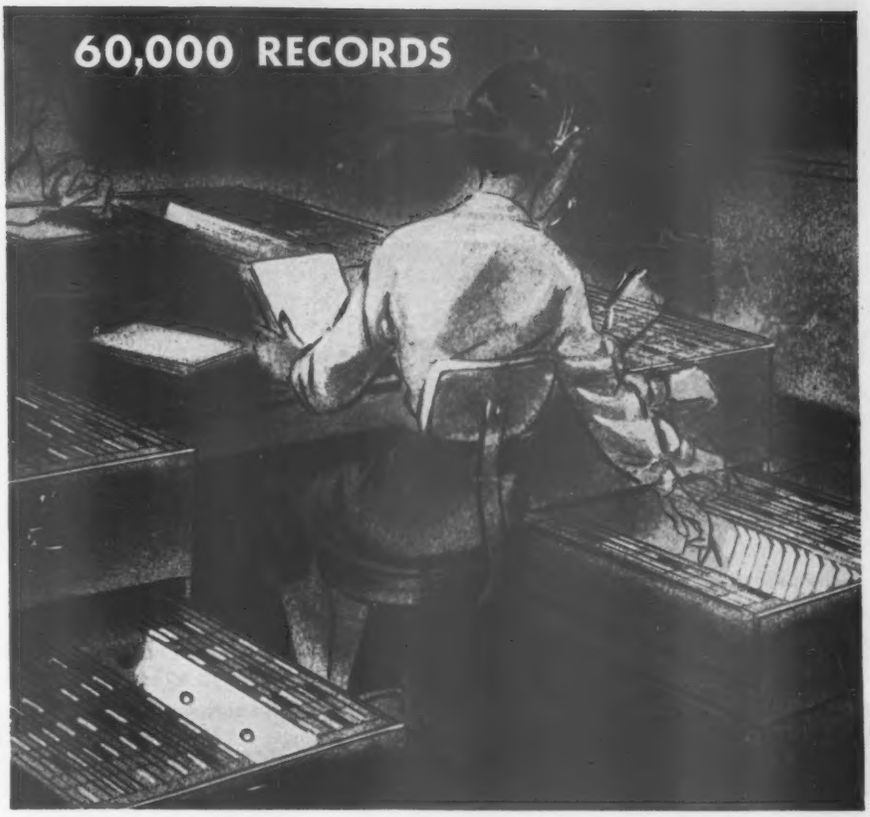
Handsome, durable floors **Circle 790**
Many styles of asbestos, rubber and vinyl tiles are illustrated in full color in this booklet offered by Flintkote Fashion Floors. The manufacturer also gives details on installation, adhesives and maintenance of each type tile.
THE FLINTKOTE COMPANY (M. C. Howell)
30 Rockefeller Plaza, New York 20.

All about ETV **Circle 838**
Here's a packet full of information on educational television in schools. For example, one bulletin presents remarks on the administrational problems posed by ETV. Other subjects covered include: case histories, basic systems, problems, research, etc.
GENERAL PRECISION, INC. (D. Bauch)
Pleasantville, N. Y.

Remodeling suggestions **Circle 792**
Here is a 16-page portfolio of suggestions for ways to use plywood in school remodeling and construction. Well illustrated applications include storage units, work surfaces, wall treatments, clothes closets and display panels.
UNITED STATES PLYWOOD CORP.
(N. Stuart)
55 W. 44th St., New York 16.

Fast, sanitary floor care **Circle 780**
The Vacu-slot system combines the speed and convenience of dry mopping with the sanitation of vacuum cleaning. This literature shows how dirt and dust are removed from the floor and mop simul-

continued on page 86



VISIrecord's Speed, Accessibility and Compactness add up to...

Greater Savings for Schools

School officials today have a definite responsibility to keep non-instructional costs at the lowest possible levels. VISIrecord systems in schools play a unique role in cutting clerical costs, and better utilizing existing monies.

VISIrecord Speed—means less searching time, fewer lines tied up handling phone inquiries.

VISIrecord Accessibility—one clerk can locate any one of thousands of records in 1½ seconds from a comfortable, seated position.

VISIrecord Compactness—thousands of complete scholastic or inventory records kept in a space-saving desk-high cabinet.

Your VISIrecord Systems Specialist will be happy to show you case histories of other institutions of learning now successfully utilizing VISIrecord, and will be glad to review your record-keeping system at no obligation.

VISIrecord, inc.
375 PARK AVENUE, NEW YORK 22, N. Y.

VISIrecord

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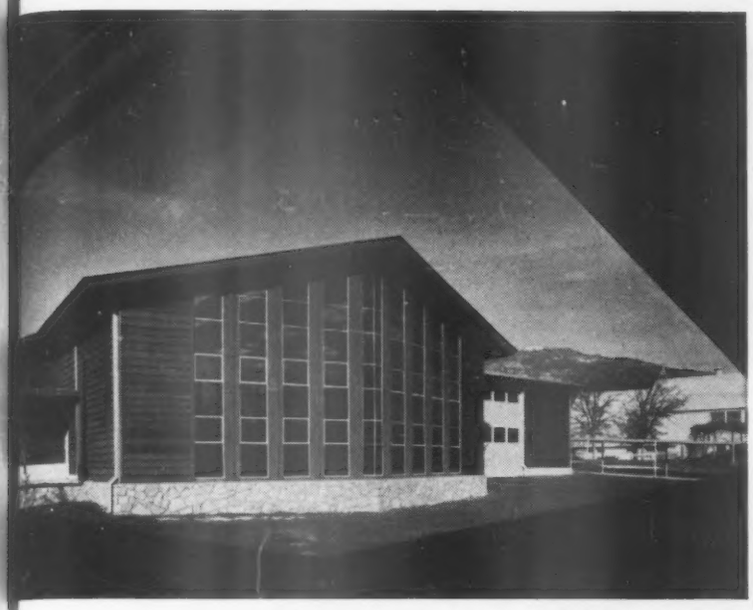
Systems Specialists in Principal Cities

(Circle number 739 for more information)

In modern schools such as this, where fixtures are selected for esthetic as well as functional reasons, Day-Brite lighting is the logical choice for creating a pleasant, efficient environment for learning.

The ceiling of the library's main reading room slopes from a height of 22 feet at the center down to 14 feet at the walls. DAYLUME® surface mounted elements maintain 85 to 90 footcandles at reading level.



Sierra Union High School, Auberry, California
Architect: *Alastair Simpson*
Consulting Electrical Engineer: *Edward Lowe*

How Day-Brite helps light the way to learning

The designers of this modern high school wanted the library to be the most attractive building on the campus . . . to encourage students to *use* it.

Good lighting, of course, was a *must*. High, sloping ceilings might have presented a problem . . . especially since suspended fixtures would have marred the clean, uncluttered architectural effect. And structural limitations eliminated any possibility of using recessed equipment.

The solution: shallow DAYLUMES® by Day-Brite because they provide . . .

Recessed appearance with surface mounting flexibility;

High-level, uniform over-all illumination;

And "Decidely Better" Day-Brite dependability and ease of maintenance.

Got a school lighting problem?

Talk to the people with the most experience in solving them. Call your Day-Brite representative. *Day-Brite Lighting, Inc., St. Louis 15, Mo., and Santa Clara, Calif. In Canada: Amalgamated Electric Corp., Ltd., Toronto 6, Ont.*

DAY-BRITE

NATION'S LARGEST MANUFACTURER OF
COMMERCIAL AND INDUSTRIAL LIGHTING EQUIPMENT

taneously, thus preventing the dissemination of germs.
THE SPENCER TURBINE CO.
(R. Richardson)
486 New Park Ave., Hartford, Conn.

Sturdy, safe ladders **Circle 781**
This folder is full of pictures and specifications of aluminum ladders. Step, platform and trestle ladders are described, in addition to a variety of scaffolding. Various types are shown from a two-foot stool to an 80-foot extension ladder.
R.D. WERNER CO., INC. (W. F. Aldridge)
P. O. Box 580, Greenville, Pa.

Mobile furniture **Circle 782**
Here are two guides to mobile folding furniture. Units are available with or without benches, and one model may be converted from a bench-table to a seat with backrest in one easy motion. Table and bench tops are sturdy plywood, bonded with laminated plastic, with steel frames.
HOWE FOLDING FURNITURE, INC.
(H. Howe Jr.)
New York 16.

Classroom acoustics **Circle 793**
The use of sound reflective ceilings with application of acoustical treatment is covered in this booklet, which has helpful information for schoolmen. It also illustrates the importance of voice reinforcement and reverberation control for good student-teacher hearing.
THE FLEXICORE CO., INC. (Dept. P)
1932 E. Monument Ave., Dayton 2, Ohio

Vinyl wall cloth **Circle 794**
Now you can have a wall covering with the durability of vinyl. Available in a variety of colors, the fabric is stain and soil proof, will resist abrasion, and can be kept clean with turpentine and/or soap and water. Information and samples are available.
THE BRIDGE CO., INC. (D. Heine)
390 Niagara St., Buffalo 1, N. Y.

Sliding windows **Circle 795**
Specifications of a horizontal sliding aluminum window, with fingertip control, are given in this booklet. Also given are installation details and several types of fenestration. These windows are available for curtain-wall or conventional use.
PETERSON WINDOW CORP.
(R. Bartlebaugh)
702 Livernois Ave., Ferndale 20, Mich.

Cafeteria supplies **Circle 819**
This 80-page catalog offers kitchen equipment, lunchroom furniture, chinaware and flatware to cover all your basic needs. Also listed are cleaning and maintenance supplies. All goods carry a money-back guarantee.
EDWARD DON & CO. (M. Fyda)
2201 S. LaSalle, Chicago 16, Ill.

Schoolroom carpets **Circle 797**
This is a documented presentation telling how carpeted classrooms create the best possible atmosphere for learning and teaching. Students are quieter and better behaved. Easy-to-maintain carpeting makes a school warmer and reduces noise.
ALEXANDER SMITH CARPETS (W. Hammel)
350 Fifth Ave., New York 1.

Luminous ceilings **Circle 798**
This catalog shows light diffusers and louvers of varied styles, textures and materials, for use in wall-to-wall luminous ceilings. Also shown are several fluorescent and incandescent fixtures, and troffers for recessed lighting.
WAKEFIELD LIGHTING DIV. (B. Horn)
Vermillion, Ohio

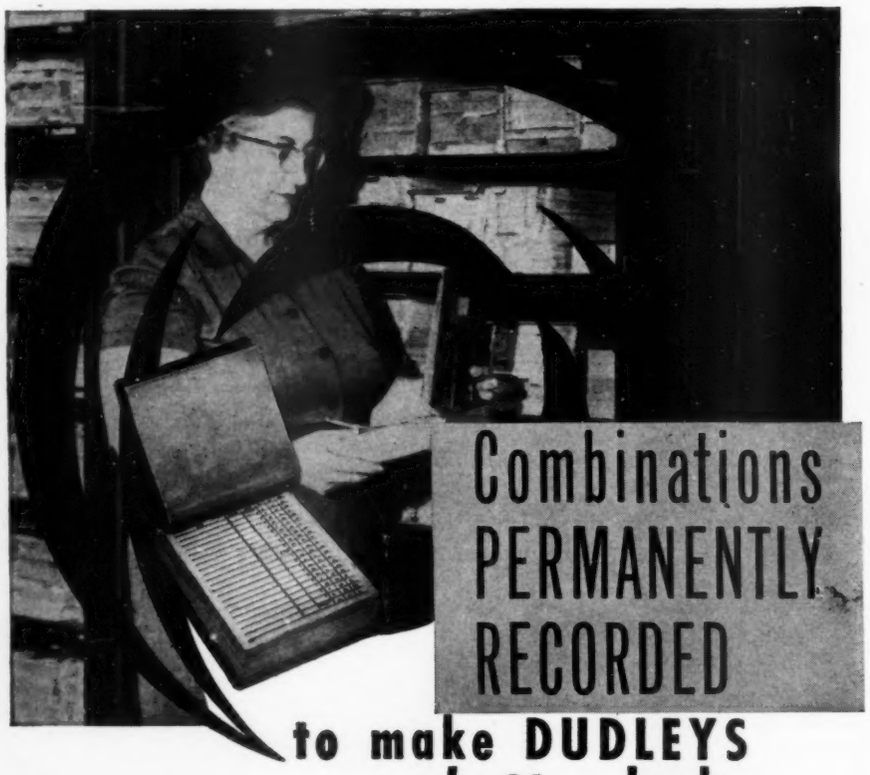
Built-in light **Circle 799**
This booklet shows how lighting of adequate and uniform intensity is provided in auditoriums, gymnasiums, and other large schoolrooms. Fixtures are enclosed in ceilings, and relamped from above.
THE KIRLIN CO. (P. Cornelisen)
3425 E. Jefferson, Detroit 7, Mich.

"Educational climate" **Circle 800**
Performance data on a year-round ventilation system for schoolrooms is given in this folder. It describes a system which permits fuel conservation during the unoccupied hours, and perfect heat control or full ventilation.
MODINE MFG. CO. (A. Swartz)
Racine, Wisc.

Glass daylight control **Circle 801**
Prismatic glass tile units, when used in curtain-wall construction, give excellent light diffusion. Available in a variety of color and styles, all exposed surfaces are composed of anodized aluminum or glass. Literature gives full description.
OWENS ILLINOIS (J. Tippett)
Toledo 1, Ohio

Laundry equipment **Circle 809**
This literature offers a wide choice of equipment, from large completely mechanized installations to small, compact laundries. It contains illustrations of washing controls, dryers, flatwork ironers and press units. Manufacturer offers maintenance service throughout nation.
AMERICAN LAUNDRY MACHINERY IND.
(Marketing Dept.)
Cincinnati 12, Ohio

Cut heating costs **Circle 802**
Here is literature describing a heat-control system designed to lower fuel costs by



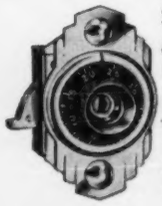
Combinations PERMANENTLY RECORDED

to make DUDLEYS *better* locks

Permanent usefulness is an outstanding feature of Dudley Locks —not only in principle and construction, but in the permanent record of opening combinations.

Dudley Locker Lock combinations are quickly available from records kept for a quarter-century at Dudley headquarters. Lost numbers can be supplied quickly and easily to any authorized person.

This permanent combination record service is only one of the many reasons why Dudleys have been favorites among school people everywhere for more than 40 years.



S-540
Master-Keyed Built-in Lock
Rust-resistant case with anodized aluminum escutcheon plate, fits all locker piercings. For right or left hand doors.

P-570
Master-Keyed Combination Padlock
Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.

DUDLEY LOCK CORPORATION
1436 Old Dixie Highway, Vero Beach, Fla.
The standard of controlled locker protection since 1921
(Circle number 712 for more information)

heating with less steam, at lower temperatures, using one central control. Because steam temperature is variable, rooms in a school can be heated independently.
DUNHAM-BUSH, INC. (J. Jacobs, Jr.)
179 South St., Hartford 10, Conn.

Stainless tableware **Circle 811**
Carefully prepared literature and technical advice are yours for the asking. This brochure will help you plan your requirements for large, medium or small feeding operations, and tells you what to take into consideration when ordering tableware.
ONEIDA LTD., SILVERSMITHS (Dept. P)
Kenwood Station, Oneida, N. Y.

Water coolers **Circle 810**
This folder describes features and capacities for many different water coolers. The coolers shown are designed according to the particular locations, the number of people to be served, and the maximum room and incoming water temperatures. Both floor and wall models are pictured.
EBCO MFG. CO. (E. G. Pierce)
Columbus 13, Ohio

Better milkshakes **Circle 812**
This folder tells why the quality of a milkshake is determined by the ingredients used—grade of ice cream, freshness of milk, quality of flavoring and smoothness in the texture of the drink. Temperatures and aeration are analyzed.
HAMILTON BEACH CO. (R. Lewane)
Racine, Wisc.

Continuous projector **Circle 836**
This brochure shows a portable projector which will deliver a continuous or intermittent audio-visual presentation—automatically and unattended. Useful as a classroom aid, convention demonstrator or public relations tool to "sell" your ideas to the community.
FAIRCHILD CAMERA & INSTRUMENT CORP. (C. Sass)
580 Midland, Yonkers, N. Y.

Food service equipment **Circle 814**
Shown in this folder are automatic dispensers and carts for efficient handling of

dishes, cups, trays, glasses and silverware. Dispenser levelers are fully adjustable externally without changing springs. Carts have tubular frames, hinged covers.
SERV-O-LIFT CORP. (H. Shivek)
1205 Dorchester Ave., Dorch. 25, Mass.

Opaque projector **Circle 837**
This booklet describes an overhead transparency projector which functions with a minimum of light reduction in the room. Also, the instructor is able to face his class because the machine is set up in the front of the room. It effectively replaces the blackboard, says the manufacturer.
CHARLES BESELER CO. (M. Myers)
East Orange, N. J.

Cafeteria vendors **Circle 816**
Here is the answer to inadequate feeding facilities. Booklets illustrate a complete line of automatic canteen dispensers which give faster service plus varied and appealing dishes. This food service can eliminate the expense and maintenance of a kitchen.
AUTOMATIC CANTEEN CO. OF AMERICA (J. Ritzen)
Merchandise Mart Plaza, Chicago, Ill.

Student transportation **Circle 828**
A school bus which features a large emergency door, heavy-duty crash rails, road-rigid floor assembly, and single-piece bows, is illustrated in this booklet. Child safety is the guiding principle through the entire manufacturing process.
WARD BODY WORKS, INC. (W. T. Norman)
Box 311, Conway, Ark.

Purchasing a bus? **Circle 829**
Here is a catalog giving extensive details on what to look for when purchasing a bus for school or institutional use. Issued by the Superior Coach Corp., it stresses safety, reliability and economy, without decreased comfort.
SUPERIOR COACH CORP. (W. Roush)
E. Kibby St., Lima, Ohio.

Durable tableware **Circle 817**
This brochure offers a selection of molded plastic trays and tableware which will endure hard use and sterilization. Issued by the same company is a companion book-

Calendar for educators

WHEN	WHO	WHAT	WHERE
December			
27-29	Modern Language Assoc.	Annual Meeting	Cincinnati, Ohio
27-29	National Business Teachers Assoc.	National Convention	St. Louis
January			
4-6	National Audio-Visual Assoc.	Midwestern Regional Meeting	Biloxi, Miss.
11-13	National Collegiate Athletic Assoc.	Annual Meeting	Chicago
February			
8-10	Department of Classroom Teachers (NEA)	South Central Regional Meeting	Wichita, Kan.
14-17	American Assoc. of Colleges for Teacher Education	Annual Meeting	Chicago
13-16	Music Teachers National Assoc., Inc.	Southern Regional Meeting	New Orleans
17-21	American Assoc. of School Administrators	National Convention	Atlantic City, N.J.
21-24	National Assoc. for Research in Science Training	Annual Convention Meeting	Washington, D.C.
24-28	National Assoc. for Secondary School Principals	National Convention	St. Louis
27-2	Music Teachers National Assoc., Inc.	West Central Regional Meeting	Omaha, Neb.
27-2	American Academy of Physical Education	South Regional Meeting	Little Rock, Ark.

(Circle number 727 for more information)

LUXOUT.
Light Control Draperies
... for every institutional drapery need
... 3 types of light control

LUXOUT.
drapes are beautiful—durable—economical

for more than just a peek... write
LUXOUT.
c/o Plastic Products Inc.
Department SM
1822 E. Franklin St., Richmond 23, Va.

let displaying molded disposable plates and dishes, which are waterproof and grease resistant.
KEYES FIBRE CO. (J. S. Parsons)
Waterville, Maine

Dietician's delight **Circle 818**
Here is the answer to the meal planner's problems. Two books of quantity recipes issued by a well-known food manufacturer. One contains only salads and dressings; the other gives 48 pages of quick, easy main courses and desserts.
H. J. HEINZ CO. (C. R. West)
Progress St., Pittsburgh, Pa.

Plan for classroom TV **Circle 804**
Here's a pamphlet describing a combination jackbox which doubles as a TV receiver and/or camera. It shows how TV signals can be automatically converted and distributed from any point in the

school, and contains complete wiring diagram and specifications.
JERROLD ELECTRONICS CORP. (S. Kremer)
15th & Lehigh, Philadelphia 32, Pa.

Hot-cold air mixer **Circle 803**
This 12-page booklet describes a dual-duct air conditioner. Drawings show how a fan blows a constant volume of air into each duct. A mixing apparatus thermostatically controls air flow.
BUENSOD-STACEY CORP. (R. Hayes)
45 W. 18th St., New York 11.

Cafeteria equipment **Circle 820**
This catalog offers stainless steel equipment for every type of cafeteria application, with base units to fit any layout. Hot and cold food stands, beverage dispensers and refrigerated display cases are illustrated.
BASTIAN-BLESSING (B. Beecher)
4201 W. Peterson, Chicago 46, Ill.

Advertisers

Acme Visible Records, Inc. 80
Cargill, Wilson & Acree, Inc.
Aetna Casualty & Surety Co. .. 16, 68
Remington Adv., Inc.
Aluminum Company of America ..... Back cover
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American Air Filter Co. 17-19
Doe-Anderson Adv., Inc.
Armstrong Cork Co. 40-41
Batten, Barton, Durstine & Osborn, Inc.
Bay West Paper Co. 22
Klau-Van Pietersom-Dunlap, Inc.
G. S. Blakeslee & Co. 38
Biddle Co.
Blonder-Tongue Labs, Inc. 3
Gilbert & Felix, Inc.
Chevrolet Motor Div., General Motors, Corp. 4-5
Campbell-Ewald Co.
Conn Organ Corp. 63
Batten, Barton, Durstine & Osborn, Inc.
Crane Co. 75
D'Arcy Adv. Co.
Cutler Light Mfg. Co. 65
Fien & Schwerin, Inc.
Day-Brite Lighting, Inc. 84-85
Winius-Brandon Co.
Dodge Truck Div., Chrysler Corp. 32-33
Batten, Barton, Durstine & Osborn, Inc.
Dudley Lock Corp. 86
M. Glenn Miller Adv.
Fiar-Play Scoreboard Co. 65
Wesley Day & Co., Inc.
Gaylord Bros., Inc. 59
Barlow Adv., Inc.
Haws Drinking Faucet Co. 20
Pacific Advertising Staff
Hillyard Chemical Co. 23
Fardon Adv. Inc.
International Business Machines Corp. 31
Benton & Bowles, Inc.
A. & M. Karagheusian, Inc. 11
Foote, Cone & Belding
Lennox Industries, Inc. 12-13
Biddle Co.
Melflex Products, Inc. 30
Hugh McNeill, Inc.
Midwest Folding Products Corp... 6
Mohr & Eicoff, Inc.
Minneapolis-Honeywell Regulator Co. ..... Inside back cover
Campbell-Mithun, Inc.
Natco Corp. 39
Ketchum, MacLeod & Grove, Inc.
A. R. Nelson Co., Inc. 10
Givaudan Adv., Inc.
Philco Corp., G. & I. Group 64
Maxwell Assoc., Inc.
Plastic Products, Inc. 87-88
Eastern Adv. Co.
Projection Optics Co., Inc. 82
Dale & Finkels, Inc.
Reading Laboratory, Inc. 78
Rockwell Mfg. Co. 27
Marsteller, Rickard, Gebhardt & Reed, Inc.
Royal McBee Corp.
Young & Rubicam, Inc.
Data Processing 7
Electric 60
Safway Steel Products, Inc. 10
Andrews Inc.
Shwayder Bros. 28
Grey Adv., Inc.
Simoniz Co. 77
Buchen Co.
Smith System Mfg. Co. ..... Inside front cover
Harold C. Walker Adv.
Teaching Materials Corp. 1
Wunderman, Ricotta & Kline, Inc.
Thompson Ramo Wooldridge Inc. 8-9, 72-73
Fuller & Smith & Ross, Inc.
Underwood Corp. 34
Geyer-Morey-Madden & Ballard, Inc.
United States Steel Corp. 36-37
Batten, Barton, Durstine & Osborn, Inc.
Viewlex, Inc. 66
Marwel Adv., Inc.
Virco Mfg. Co. 21
Hixson & Jorgensen, Inc.
Visirecord, Inc. 83
Sanger-Funnel, Inc.
Webster Electric Co. 24
Franklin Adv., Inc.
West Chemical Product, Inc. 81
Gardner Adv. Co.
Westinghouse Electric Corp. .. 14-15
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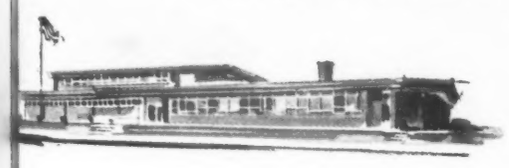
Mr. C. H. Pygman, Superintendent of Schools, District No. 89, Maywood, Illinois, says:



"Honeywell thermostats on the wall keep our classrooms comfortable, our students bright and alert"

Honeywell Round thermostats in every classroom in Jane Addams Elementary School assure an ideal climate for learning, whatever the weather or student activity.

"Proper temperature is an important prerequisite to learning," says Mr. Pygman. "Students find it difficult to concentrate when they are uncomfortable. But Honeywell thermostats on the wall of each of our classrooms make sure the temperature is always just right for maximum learning."

In schools, the wall is always the best place for the thermostat. On the wall, it feels the temperature in the classroom the way students do. It is also more convenient to read and adjust. And it helps keep fuel bills low by preventing wasteful overheating.

You can also depend on Honeywell to recommend the best temperature control system for your school because only Honeywell makes all three types of control systems—pneumatic, electric and electronic. For further information, call your nearby Honeywell office. Or write Honeywell, Dept. SM12-85, Minneapolis 8, Minnesota. *Sales and service offices in all principal cities of the world.*

Honeywell

First in Control

SINCE 1885

JANE ADDAMS ELEMENTARY SCHOOL
Architect-Engineer: Kefer & Cronin, Chicago
Mechanical Engineer: Albert W. Marshall, Chicago
General Contractor: Louis Macro Co., Melrose Park, Illinois
Mechanical Contractor: Tropf Heating Co., Broadview, Illinois

Walkways roofed with Alcoa V-Beam: beauty at a bargain!

For good-looking covered walkways at lowest overall cost, specify Alcoa® Aluminum V-Beam Roofing. You save from start to finish!

Standard sheets of Alcoa V-Beam keep material costs way down. Its light weight, even in biggest sizes, speeds assembly and saves on labor. Handsome stucco-patterned natural finish needs no painting. You just put up Alcoa Aluminum V-Beam and forget it.

Save tax dollars. Alcoa Aluminum is the exception to soaring costs of school construction and maintenance. For more information, call your nearest Alcoa sales office; or write: Aluminum Company of America, 1822-M Alcoa Building, Pittsburgh 19, Pa.

OWNER: Santa Clara County School District, San Jose, Calif.

BUILDING: Eaton Elementary School, Cupertino, Calif.

ARCHITECT: Kal H. Porter & Associates, San Jose, Calif.

GENERAL CONTRACTOR: Wayne S. Pendergraft, Saratoga, Calif.

ALUMINUM SUBCONTRACTOR: The Brookman Company, Inc., San Francisco, Calif.

Entertainment at Its Best . . . ALCOA PREMIERE
with Fred Astaire as Host . . . Tuesday Evenings, ABC-TV

ALCOA ALUMINUM

THE ARCHITECT'S METAL

(Circle number 703 for more information)